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ABSTRACT

This report documents the findings from 13 workshops designed to help teachers and librarians work together to identify library services required to support the delivery of competency-training curricula. Two hundred and twenty-eight staff attended the workshops, which were held in Queensland (Australia) between March and July 1992. About 80 percent of the participants were teachers; the remainder were librarians. The report is based on teacher and librarian responses to the following workshop topics: (1) defining competency-based training; (2) the impact of competency-based training curricula on the teaching process; (3) what kinds of library services are needed to support the delivery of a competency-based training curriculum; (4) what library services that existed before the switch to a competency-based curriculum were beneficial to the new curriculum; (5) blocks to the provision of library services in support of the new curriculum; and (6) interventions and activities needed at the college, regional and state levels to improve services. The raw data collected during the workshops, a curriculum development model showing library input, a list of the workshops, the evaluation forms and summary of the evaluation, and a copy of the workshop booklet are appended. (KRN)

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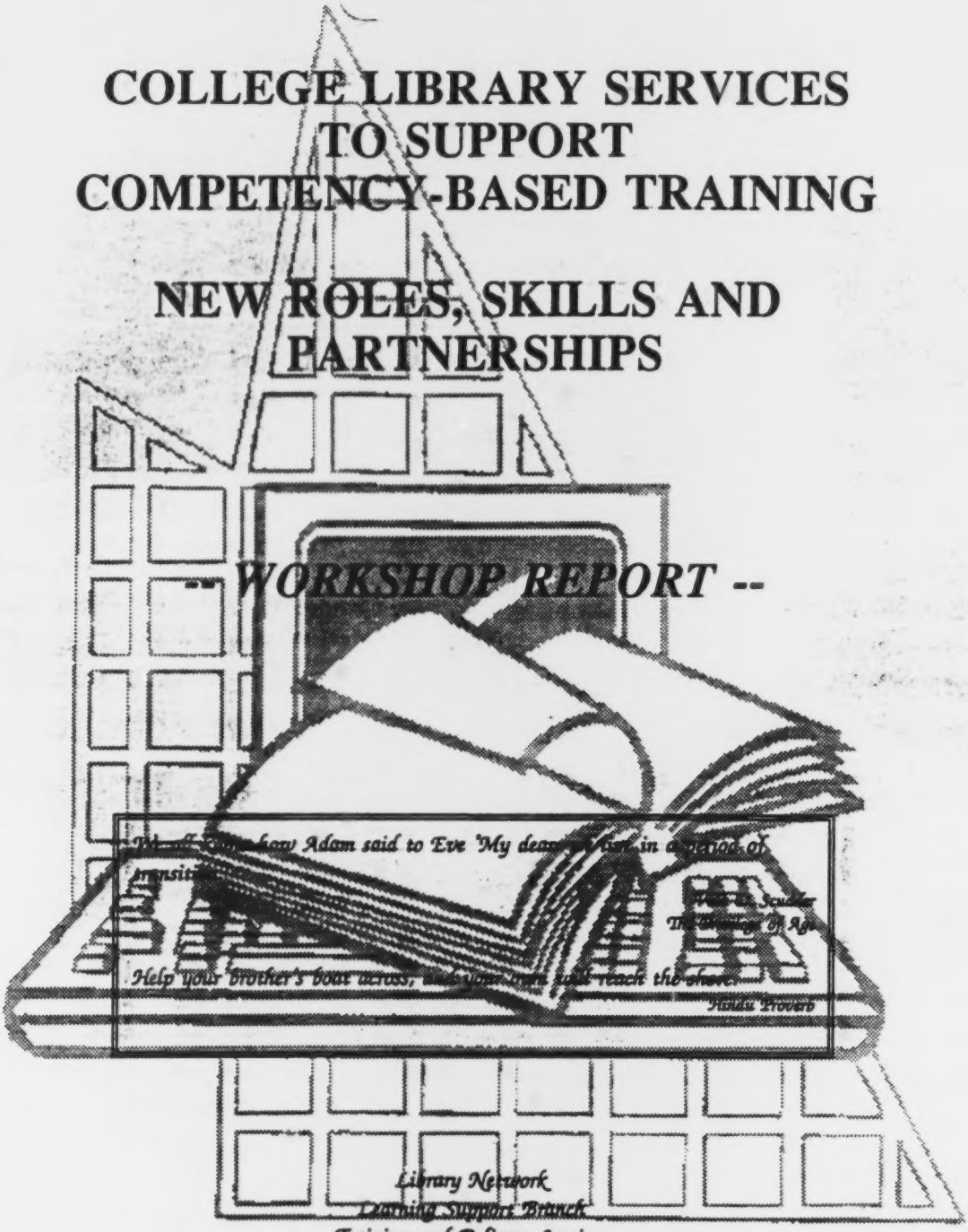
COLLEGE LIBRARY SERVICES TO SUPPORT COMPETENCY-BASED TRAINING

NEW ROLES, SKILLS AND PARTNERSHIPS

-- WORKSHOP REPORT --



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COLLEGE LIBRARY SERVICES TO SUPPORT COMPETENCY-BASED TRAINING

NEW ROLES, SKILLS AND PARTNERSHIPS

Robert Burnheim

Anne Floyd

A Report of the workshops conducted by
Library Network
TAFE♦TEQ

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PREFACE

This paper documents the discussion that occurred during a series of workshops conducted in the first semester of 1992.

It is presented as a report of the ideas and suggestions expressed by the participants during those workshops. Due to the depth of information gathered it has not been possible to construct an executive summary that would accurately reflect these ideas and suggestions.

To provide an alternative the paper features two writing styles. Chapters 1-6 feature an expansive prose style. Chapters 7-9 are cast as a series of concise comments. It would be acceptable to class these chapters as listings of recommendations. For readers wishing to understand the basis upon which they were made, it is necessary to refer to the preceding chapters.

While this paper is presented as a report, there are times when interpretive comments from the writers are necessary. Where these are made an *italic font* has been used.

RKB AF 3 September 1992

INTRODUCTION

This report documents the findings from an extensive series of workshops conducted throughout Queensland between March and July 1992. While reporting on the current situation, much of the commentary is designed to be treated proactively. While development work required within library services to effectively support the delivery of competency-based training curricula is discussed, the report also identifies services currently available that should be maintained and/or enhanced.[1]

RATIONALE

The introduction of competency-based training curricula has not been negotiated without some stress. For some teachers, it was suggested that the introduction of this style of curricula has not posed any difficulty. They would suggest that they have been teaching to such a curriculum for sometime. For others - the impression given was the change from delivering one curriculum style to delivering another has been traumatic.

Before the commencement of this study, there was little hard evidence to support either statement. Through this study we explored these suggestions and identified the library services required by teaching staff to support delivery of competency-based training curricula.

We suggest that, if the college libraries and the library network structure are to effectively participate as partners in the teaching process, staff must be aware of the situations being experienced by teachers. Through this awareness, further opportunities may be identified where those involved in the effective resourcing of the curriculum can make a beneficial impact on its design, installation, implementation and evaluation.[2]

SCOPE

As noted earlier, the task was to identify library services required to support the delivery of the competency-based training curricula.

The delivery area is limited to that of colleges of technical and further education in Queensland.

We do not directly address on-the-job training or the delivery of curricula by private providers. However, both have implications for the functioning of and services provided through a college library.

An attempt is made to encompass generic statements that would be applicable to training curricula in all areas. We have not sought to limit the area being considered to a specific trade area.

FUNDING SOURCE

The Professional Development Branch of DEVETIR provided the funding to enable travel. This funding was also used to transport a display of resources to country colleges.[3]

STAFF INVOLVED

The workshops were delivered by Robert Burnheim, Librarian Learning Strategies Support, Library Network Branch and Anne Floyd, who at the time was Acting User Services Librarian, Library Network Branch.

The workshops were attended by 228 college-based staff. Of these 82% were teaching staff, the other 18% were library staff. Every workshop was attended by a mix of teaching and library staff.

METHODOLOGY

A preliminary agenda was designed and used for the first workshop. As a result of that workshop, minor modifications were made and a format established. This format was followed for the remaining workshops.

The workshops were conducted in the following manner.

1. Following introductions, participants worked on an exercise that illustrated the benefits of working in partnership.

2. Information was collected on what teachers understood the term competency-based training to mean or represent. If library staff are to provide effective service, they need to be aware of the genre used by teachers.

3. Information was collected on how teaching styles may change due to the delivery of a competency-based training curriculum. It is important to be aware of the teaching methods that may be used when considering the purchase of resources and when providing support services within a college library, for example reader education and reader services. This awareness can influence the delivery media selected, the delivery style used and the range purchased.

The previous activities collected what could be classed as background information. The next activities were more closely aligned to library services.

4. Teachers were asked to nominate the library services that they would require to deliver a competency-based training curriculum. They were asked to nominate those services that are being currently provided that were having a positive influence on curriculum delivery. The focus then moved to those forces that were blocking or preventing the delivery of required library services.

5. The final activity was to identify what actions needed to be undertaken at the college, regional and state levels to either support the continuation of positive library services or to counteract the blocking forces preventing the delivery of library services.

While the workshops concluded at that point, participants were provided with basic information on how to compile action plans to either support or counteract the previously identified services/forces. It was left to them to undertake this planning as a result of attending the workshop.

Appended to the report is a sample of the booklet used in the workshops.

To collect the information the following strategy was used.

1. Participants were told that the workshop booklet was theirs to keep. It was to be used as a record of what happened and what was discussed during the workshop.

2. While entering information in the workbook, groups were also given prepared overhead project transparencies upon which they would record their information. These transparencies were used by the participants within the workshops for reporting. They were collected, at the conclusion, by the facilitators to provide the data for the writing of this report.

WORKSHOP EVALUATION

All workshops were evaluated using a standard proforma. Evaluations were used formatively to ensure that consistent product was being delivered. Because of the evaluations, minor modifications were made from time-to-time to the visual aids used and the timing of each activity.

A summary of the instrument used and the evaluations is appended.

STRUCTURE OF THE REPORT

This report follows the structure of the workshop. While each chapter has the potential of being used independently, **the authors caution against this.** It is important that the process be considered in its entirety as the information provided in each activity was generated and based on that collected in the preceding activities.

---

1. For this document the following description of competency-based training is accepted. *Competency-based training is a way of approaching vocational training that places primary emphasis on what a person can do in the workplace as a result of training (the outcome), and as such represents a shift away from an emphasis on the processes involved in training (the inputs). It is concerned with training to a specific standard rather than with an individual's achievement relative to others in the group.*

2. Most curriculum documents are structured to address three areas - development, implementation and evaluation of curriculum. The area of curriculum installation, at present, sits as a precursor to implementation. It is our suggestion that installation of curriculum should be treated as a distinct area of curriculum. The installation of a curriculum requires specific skills and abilities that may be classed as optional in other areas. If curriculum is not installed effectively, it has little chance of being implemented successfully to meet the developers concepts.

3. During 1991, Ms A Floyd (then Manager of Resource Services, Redland Community College) was funded by the QEVET Board to visit Europe and study the library and resource services required to support the delivery of competency-based training. During the visit a range of materials were acquired. These materials, unique to Europe, were evaluated as being of interest to those involved in similar work in Queensland. This investigation was seen as an opportune time to display the resources.

COMPETENCY-BASED TRAINING - WHAT DOES THE TERM REPRESENT?

The question posed to participants was *What is meant by the term 'Competency-Based Training'*? An illustration of an impossible figure was shown. It was suggested that, just as there could be many interpretations attached to that figure, the term competency-based training meant, or was associated with, many terms and concepts. Through the workshops 164 terms were suggested.

The fact that this range and number of terms were put forward suggested to us a degree of confusion. When the workshops discussed the term, the discussion, and reporting, was largely unstructured. Concepts showed no grouping. There was little logical sequence.

We suggest that this is evidence of a general confusion. This notion is supported by information gathered as the workshops progressed. To provide shape to the discussion and to help in interpreting data, this curriculum model was developed and used by the facilitators.

COMPETENCY-BASED TRAINING CURRICULUM	1. DESIGN	• Standards • Modular • Input agencies
	2. IMPLEMENTATION	• C-B Learning • Alternative delivery • Delivery evaluation
	3. EVALUATION	• Assessment of the impact of the curriculum

Components of the Competency-Based Training Curriculum: A Framework

At the last workshop, after we had gathered the information from this question, the model was displayed. The group's advice was sought about whether the use of this model would help in organising thoughts and terms. Most of the responses supported the suggestion. The headings shown in the third column were used only to suggest topics or concepts that could be attached to each area. Thus, we proposed to report using this model to gather comments.

In reviewing the data, we are lead to suggest that the model is deficient. The workshop groups exhibited confusion, bewilderment, uncertainty and, in some cases, anger while discussing the question. Mostly, these were not due to difficulties in design nor how to deliver a curriculum nor how to evaluate the impact of the curriculum. The place from which these emanated seemed to sit between the design and the implementation steps.

In considering this, we suggest that, to the above model, another stage - installation - should be inserted between design and implementation. Some may argue that installation is a substage within design or implementation; however, we suggest that, in this case, it should be treated separately.

Installation of the curriculum is required to ensure that the intent of the curriculum designer is understood and appreciated by those implementing it. When installing curriculum it is important that those that its delivery will effect have access to various information. For example, they should be aware of:

- intent of the curriculum
- structure of the curriculum
- changes from previous curriculum
- implications of the changes
- possible strategies that can be used during implementation
- resources available to support the implementation of the curriculum

- delivery assessment methodologies, and
- curriculum evaluation methodologies

The fact that this information has not been transmitted became evident during the workshops. For competency-based training curricula to be implemented successfully, more than lip service needs to be paid to the above points.

The following information is derived from what workshop participants understood to be meant by the term competency-based training. If this section of report does not match what is expected to be meant by or associated with the term, then, obviously, some form of intervention is appropriate.

CURRICULUM DESIGN

For this discussion, data has been subdivided into concepts/terms relating to intent, structure and reference points.

Intent

Most often it was suggested that the term competency-based training suggested the attainment of levels of skills. These skills would be specific to an occupational area. Progression through the curriculum is based on skill mastery.

The competency-based training curriculum, it was reported, differs from that in place now as progression is not just to be measured by knowledge attainment. Progression is based and focussed on students achieving specified outcomes that, most often, will require the student to prove an ability to perform a skill. It was generally understood that these outcomes would be determined on a national basis.

Structure

Quite often, participants said that prior learning was to be taken into account. Those students who have achieved competency in specified areas could enjoy an accelerated progression through the curriculum. Recognition of prior learning was seen to be a key component of the curriculum.

The curriculum was understood to be modularised. Some reported that they expected the modules to be in a serial sequence. Others said that the content of the modules would be divided into and delivered through a series of small sequential steps.

While modules suggested nominal completion times, there was discussion of whether these times were realistic. Teachers reported that, in some cases, modules were not able to be satisfactorily finished in the required time. *At a Competency-Based Training conference held in July in Sydney, a training manager for a large building firm stated that for his operations, the nominal forty hour module was much too long. He suggested that the delivery of two-three hour modules for on-the-job training would be more suitable for industry needs.*

Some participants suggested that competency-based training will lead to the removal of the time base used to regulate the delivery of the curriculum. Where this was raised, the subsidiary question of whether a final (finite) point would be set was discussed. In other words, at what stage would a student be advised that they were unlikely to be able to complete the course and achieve competence . . . or would they be allowed to persevere *ad finem*?

The curriculum includes the delivery of both knowledge and skill-based education. The knowledge delivered will usually be closely tied to the skills being taught. When describing a skill and what is to be assessed in establishing whether it has been achieved, descriptions should include knowledge and understanding elements.

The competency-based curriculum will specify the conditions and situations at which standards are to be achieved. Inherent in these will be specific reference to the resource access required.

Reference points

The competency-based curriculum will provide a clear identification of the standards expected to be reached. Participants expected that these would/should be clearly communicated, i.e. not covert. Some anticipated that they would have been set by a competent trainer(s) and encompass the standards to be reached both on and off the job.

Standards would be established and set through national agreement. This would ensure that a national focus and/or definition could be set and followed. Any regulation of the standard would be undertaken nationally.

Thus, there was an expectation that the modules would mould to national standards as and when they are stated. To enable this to be undertaken by college-level personnel, access to appropriate documents will be required.

A reference point for time frames was viewed as being imposed or set by industry. Participants questioned whether industry would accept time frames set without industry reference. There was also discussion of whether industry will accept the perception discussed at the workshops that in competency-based training there are no failures - only students yet to achieve the standard.

The other reference points, which participants understood would be used, were those established as predetermined or key competencies such as those stated by the Finn and Mayer committees.

CURRICULUM INSTALLATION

As suggested earlier, we were concerned by the confusion surrounding the concept of competency-based training. It is suggested that this has been caused as result of curriculum not being effectively installed in colleges. The statement is evidenced by the following responses to the question of what is meant by the term.

Participants said that they perceived there to be gaps between the curriculum concept and how it was being implemented. In other words, the curriculum being delivered for implementation was not quite what was expected based on the descriptions provided to colleges prior to delivery.

Some participants suggested that the curriculum implementation was marked by a lack of planning, support and resource allocation. Workshop participants were unsure of the direction that implementation should take and felt that support and resourcing needs had been neglected.

Some participants suggested that too much discussion and not enough action was occurring. They were awaiting physical delivery of the curriculum so that implementation could commence. It was suggested that, at a national level, discussion and actions were circular in nature.

One teacher suggested that, in as far as he was aware, competency-based training had lost direction overseas, and due to that was 'just right' for Australia. Others reported that they had been teaching to this style of curriculum for some time. Some suggested that the curriculum was not driven educationally and that they felt their historical control was being lost to non-educational stakeholders. The curriculum was a result of award restructuring, not educational considerations.

Competency-training for certain teachers represents a confusion of terms. Some feel that the movement is away from education to training. They suggest that, if this occurs, a lack of understanding of the content being delivered could result.

Associated with the term for many participants was the move to replace excellence with competency. (This is covered in further detail in the following chapter.)

Lastly, one participant summarised the term association with one word - ulcers!

We suggest that, if the curriculum had been installed successfully and the points raised earlier in this chapter had been covered through an installation process, most of these comments would not have been made.

CURRICULUM IMPLEMENTATION

Delivery

It was reported that a competency-based training curriculum was student centred. The teaching focussed of the teaching of skills. Development and application of knowledge and attitudes occurred as the skills were being taught. Training was to be delivered through a system of learning experiences.

The content being delivered is broadly based. There is flexibility within the structure of the curriculum. Instead of producing students competent or knowledgeable in a limited area, this curriculum, teachers stated, aimed to develop a multiskilled workforce. Some felt that the thrust is to build competence in all areas rather than a discrete few.

When discussing competency-based training, most teachers associate a self paced delivery style. Some teachers noted that self pacing had been perceived as an all pervading delivery method. They clearly understood this not to be the case. While self pacing could be said to be suited to the concepts of competency--based training, self paced delivery is but one teaching method.

Some workshop participants suggested that competency-based training delivery will require a range of delivery methods, lock step being one of these. They suggested that the self-pacing concept grew from the desire for students to learn at their own pace. While they saw this linkage, it was stressed that delivery should adapt to the student's learning style.

No matter what the delivery method, modularised delivery requires that the higher achievers will require extension work to be available for them to go on to while the rest of the class completes the module.

Participants explored the notion that competency-based training would allow open entry and exit. Many suggested that, by allowing this to occur, an individualised curriculum could be offered. Progression through the curriculum would be based on the individual's performance. In summary, the movement is towards the learners being responsible for managing their learning. In this context the teacher's role moves towards being a learning facilitator and adviser.

This delivery style requires students to have stronger language and communication skills. For libraries, it should be expected that because of these directions, there will be less 'whole class' resourcing. We expect that resourcing of curriculum delivery will be undertaken from a negotiated stance between teaching and library staff.

We expect that library staff will be more frequently dealing with students on an individual basis. They will be advising and helping students to select resources that match that particular learner's learning style, literacy skills and, after considering prior learning, the content required to satisfactorily complete the module.

Assessment

Assessment of the learning, i.e. curriculum delivery, is different to assessment of the curriculum. The latter is discussed following these comments.

Participants said that they expected assessment of the education delivered through the competency-based curriculum would draw on a range of techniques. Common characteristics would be that the assessment instruments would be individualised yet standardised. Pretesting would become more commonplace. This will show which students can be accelerated due to them already achieving competency. Pretesting will also those that will require preparatory work before engaging a module.

Assessment of learning will centre on the identification of the students that have achieved competency. It was widely understood that assessment will no longer be based on competition. Two ratings will be used - achieved competency, yet to achieve competency. Students rated in the latter will be encouraged to continue working through, and reworking the module until they achieve competency. To facilitate recurrent attempts to prove that competency has been achieved, it was understood that multiple exit testing instruments would need to be available. This will allow students more attempts to succeed.

Assessment, as stated, will be based on proving competence. Students will be expected to achieve specified learning goals, i.e. performance objectives. Assessment will be criteria based rather than norm referenced.

CURRICULUM EVALUATION

Teachers understood that the curriculum would be built around recognised or approved standards that state specific outcomes to be achieved. The value of the curriculum will be measured against industry set competencies and standards. Evaluation of the relevance to industry of the modules being offered will also be used to monitor the quality of the curriculum. Participants expected that the evaluation measures for the effectiveness of the curriculum would be based on standards set on the job rather than those set by off the job personnel.

CONCLUSION

This reporting shows the breadth of associations with the term competency-based training. For library services to support this curriculum, it is important that awareness is maintained of the meanings and interpretations that have been attached to this curriculum. When dealing with clients, an understanding of what they understand the term to mean will help clear communication.

As with the following chapters, this reporting is based on a compression of the data gathered. Appendices provide a full, unedited listing of the raw data from which the discussion has been built.

If the comments sourced from workshop participants do not match those that were expected by curriculum designers, we would suggest that this provides evidence, as discussed earlier, that curriculum is not being installed effectively.

IMPACT OF COMPETENCY-BASED TRAINING CURRICULA ON THE TEACHING PROCESS

Following discussion of what participants understood by the term competency-based training we sought to identify how it could, or would, cause teaching techniques and curriculum delivery to change.

By gathering this data, we set out to provide to library staff with information that could effect library layout, organisation, services and resource acquisition policies. An understanding of how teachers will be effected by the introduction of the curriculum and the pressures that it is placing on them will also assist library staff for the day-to-day dealing with their teacher client group.

The raw data upon which this chapter is based is included as an appendix. Some 301 changes/effects were put forward through the workshops. For the purposes of reporting, these data have been compressed and grouped into:

- overall
- climate
- industry
- prior needs
- role of the teacher
- role of the student
- delivery of content
- evaluation and assessment, and
- resourcing requirements.

OVERALL

A minority of participants suggested that there would be no change to teaching techniques and/or curriculum delivery. The participants that suggested this were mostly those that had indicated that they felt they had been teaching to a competency-based curriculum for some time therefore it would be 'business as usual'.

The introduction of this style of curriculum was suggested by many participants to lead to an expansion in the quantity of records required to be kept. High quality would be demanded due to the number of students using self-paced approaches and also due to the courses that featured open entry/exit.

Those that had experience with the development of computer-based question banks suggested that the creation of these was a time intensive activity. Some teachers felt that greater security was required of assessment instruments. Others sought some national co-ordination to share and rationalise the load created through the need to develop the question banks. This could create difficulties as no national standard for question banks exists.

Earlier, discussion of curriculum installation was provided. This need was raised at this point as well where participants said that professional development demands have increased. In particular, teachers were seeking assistance in adapting their teaching techniques in the light of the demands of the competency-based training curriculum.

A general concern of teachers was whether the students would retain the knowledge passed on through self-pacing? In discussing this point, the questions of reinforcement of learning needs to be considered. Do modules, while relying on skills previously mastered, allow for reinforcement and/or consolidation of the skill?

Self-paced and open entry/exit programs will have an effect on the style of timetable used. Timetables will need to reflect the flexibility of the curriculum. The information gathered indicated that this will effect the deployment of teaching staff, allocation of rooms and utilisation of resources.

A hindering element to the successful implementation of the curriculum was the common comment that working copies of the actual modules were hard to obtain. This caused the teaching program to become disjointed. Last minute arrival of modules created difficulty in effectively resourcing the program, not to mention teaching preparation.

The effect of the delivery of the competency-based curriculum was, for some participants, regulated by the college design. While they understood how the curriculum was expected to be delivered, difficulties were experienced due to the layout and positioning of workshops, classrooms and library facilities. (This point is discussed in further detail in a following chapter.)

Where instruction had become individualised with flexibly entry/exit and the ability to accelerate through a module, teachers were concerned that this could lead to infringements of workplace health and safety requirements. Duty of care considerations arose when discussing how classes may be dispersed through the college.

The final comment was an observation by one participant that the major impact was the destruction of [many] trees. *While initially proposed in jest, the comment is symptomatic of a feeling that information overload may be close. Are college staff getting too much general information about competency-based curriculum and, as a result, not having information critical to their subject area and professional needs clearly identified?*

CLIMATE

The introduction of the competency-based training curriculum has effected the climate of the college, classroom and workshop. These comments, gathered through the workshops, provide evidence that the climate has been affected negatively. Once again we would suggest that this has occurred through the inadequate installation of the curriculum.

At some workshops, teachers reported that the introduction of competency-based training was greeted by conflict and indifference. Some teachers suggested that competency-based training referred to a new delivery strategy. They had different ideas on how the curriculum was intended to be delivered. Some questioned whether self-paced programs were the key to successful implementation. These teachers were seeking guidance and possible answers to these questions. On the other hand, others said that this was not a new technique, they couldn't see what the fuss was about and their teaching techniques did not need to change.

A frequent question was how the role of the teacher will change. Participants were uncertain about what was expected of them as teachers. The question most asked most often was 'what does a teacher do in a self-paced environment?' We suggested to some that this form of education was both challenging and extremely satisfying. While capable students were able to progress through the learning activities at their own rate, the teacher can spend a greater time with those requiring either remediation or extension. In effect, more time will be spent teaching and educating when students are self-managing their learning.

Another climate observation was that teachers were still confused about how to test competency. They indicated that this was due to a perceived lack of specification of learning outcomes and an uncertainty of direction. Where this confusion exists, it will impact on the quality of the teaching program being offered. In particular, continuity and consistency of approach will be effected.

The introduction of any new curriculum does lead to an increase in stress levels. Because, for some, this style of curriculum is substantially different to that they are following now, the increase has been significant. Much of the stress has been generated by demands for greater record keeping, more frequent evaluation and the management of self-paced learners. Where modules are being used, there has been an increase in the time demand placed on staff.

The fact that the student must achieve competency in all areas before 'passing' the course has lead to less student absenteeism. This impacts on the climate of the learning environment and the covert expectations placed on the teacher.

Participant teachers also noted that some students had 'panicked' when confronted with a self-paced, competency assessed program. They indicated that there was a need to teach students how to undertake competency-based learning and indicate to them the self-responsibility required before expecting them to learn using that approach.

Self-paced, individualised instruction, with the emphasis on comprehensive testing has lead, some teachers reported, to a decrease in the quality and quantity of student-teacher access. The pastoral aspect of the education process has been adversely effected by those demands.

INDUSTRY

Teachers reported that assessment was now being moved to align to an industry standard. To do so, they said that stronger co-operation between college and industry was being established. By doing so, the off-the-job training would match to industry expectations. Where this occurred, the resources that were being used in the teaching process should meet industry standards.

Most workshops highlighted this stronger industry linkage. Teachers were seeking co-operative recognition of prior knowledge. They also sought, from industry, information about the on-the-job training provided and what back-up to off the job instruction was made.

Trade teachers, in particular, commented that linkages with current apprentice standards was providing a difficulty. There were questions of legislation gaps, particularly in coping with time-block release and self pacing programs.

PRIOR NEEDS

The comments discussed in this section have been grouped on the basis that they exist, or need to exist, prior to delivery of the curriculum. We acknowledge that some of the concepts discussed in other sections of this chapter may, to some readers, be equally valid for discussion here; however, to us, these were the most apparent.

Workshop participants reported that a much wider base of literacy skills need to be mastered prior to delivery of the competency-based curriculum. Not only does the student's standard of literacy need to be sound, but teachers also found that they too needed to draw upon their literacy skills more frequently and to a greater depth. Participants at one workshop indicated that the application of learning to learn through reading (LTLTR) program had been most beneficial for the students.

At most workshops teachers said that students require orientation to this style of curriculum delivery before commencing a course. This orientation should include a pretest of the student's standard of literacy and numeracy. Some participants suggested that modules should state the prerequisite literacy and numeracy skills. Where possible, there should be uniformity of orientation across all departments of the college.

It was often acknowledged that teachers will need to be extremely well prepared if delivery is to be offered using a self-paced, open entry/exit mode. To assist in preparation easy access to national standards will be required. Teachers stated that consistency in these would help preparation. Preparation time would also allow for those cases where the nationally developed curriculum needs to be modified to match local needs and regulations.

One area that participants suggested needed consideration was the raising of the skills that teachers had in the use of computers. With the increased use of ELMS and other computer managed instructional/assessment packages, teachers will require to be competent users of computers and related technology. This may be a short term need as the number of privately owned computers increases. A parallel may seen in the decline in need to teach how to use video recorders; i.e., as home ownership increased the ignorance of how to operate these machines decreased.

An effect that raised at most seminars was the change in design brief for buildings. It was suggested that the building and room design required to support the delivery of competency-based training differed from the design of existing classrooms and workshops. Space to accommodate differing work area layouts and classroom groupings was required. Work stations to cope with the needs of the individualised learner need to be designed.

Most participants understood that competency-based training will not mean that vast banks of hardware be required in case all of the students wish to work on the same module at the same time. However, they did acknowledge that workshop facilities will need to provide flexible space to enable hardware to be bought into use when required and then stowed when not being used.

Due to outcomes being clearly specified, the curriculum has become more structured. Given this factor, transferability of skills, especially those detected

through an acknowledgment of prior learning, will be able to be accommodated for by teachers when they are preparing work units.

ROLE OF THE TEACHER

Four impact areas were raised during the workshops.

The most frequently raised concept was the perceived change in role from being a teacher to becoming a facilitator of learning. Participants suggested that teachers will become, or have become directors of learning rather than controllers of learning. Many teachers forecast a decrease in teacher role and increased activities as, what some classed, a tutor. In summary, participants believed that they would become learning managers.

Other comments put forward, similar to those above, were that teachers would become a manager of the classroom and students rather than a deliverer of content. Another common comment suggested that teachers would become learning administrators. This may be due to the perception that, because of the assessment base of competency-based training curricula, teachers would spend a greater proportion of time evaluating learning rather than facilitating learning. The frequently posed question was whether the teacher's role would be that of an assessor first and a teacher second.

The second impact on the role of the teacher, was the requirement for additional support staff. These staff would assist in preparation and record keeping. Teachers attending the workshops forecast an increased role for resource (learning support) teachers, particularly in the development of literacy and numeracy skills.

While many participants saw that the direct teaching role may decrease, a number stated that the delivery of a competency-based training curriculum would require

greater, more creative ways of bonding the class. This was due to students progressing at their own pace through individualised instruction where the class members may be dispersed to several locations throughout the college.

In addition to this socialisation aspect, participants were also conscious that they needed to put into place strategies to maintain intraclass interaction. There was a suggestion that this style of curriculum delivery could decrease the opportunities for peer tutoring to be offered.

The fourth impact area was the increased occurrence of staff multi-skilled across a number of areas within the subject. Delivery of curriculum featuring flexible entry and exit and self pacing may decrease the value of a specialised teacher. Relative to this, it was stated that the teaching skills of all teachers will improve as they become conversant in satisfying the needs of the individual learner. The development of an advanced and multi-skilled teaching group will yield an availability of greater delivery time.

ROLE OF THE STUDENT

Most participants saw competency-based training as a student centred style of curriculum. Inherent in such design is the transfer of responsibility for learning from the teacher to the student.

With the increased emphasis and responsibility given to the student, there will be a need for teachers to encourage frequent student feedback. While the majority of students should be able to cope with the range of delivery styles, some teachers felt that those who take longer to achieve the educational objectives may cause difficulties. Where the learner is in control, it is important that they are able to articulate where difficulties are being encountered. The student needs to have the confidence to ask for assistance when and where required. These factors need to

be taken into account when developing and maintaining the climate of the classroom and workshop.

If students are to control their learning, at the earliest stage they must be given or reveal that they possess the skills that will be drawn upon. To do so, students must possess and be encouraged to develop and apply the skills that enable them to be independent learners. Just as the Finn and Mayer Committees discussed this point, so too did the participants at these workshops. There is a clear role for the library to play in this area. The following chapters will reveal and discuss this role.

By the same token, workshop participants stated that students will be called upon to use their research skills more often. With a major proportion of the teacher's time devoted to evaluation and assessment, students wishing to progress will find that, in order to do so, they will need to apply their research skills to locate information required.

DELIVERY OF CONTENT

Quite obviously, the majority of comments supplied by workshop participants in answer to this question addressed changes in the delivery of content.

One of the most frequently reported changes was the move towards the self-paced mode of delivery. Teachers acknowledged the move towards greater individualisation of instruction. By doing so, they stated that the more capable students would be able to proceed at an accelerated rate. The impact of this is an increased demand for the availability of extension work, thus placing an increased requirement on teacher's lesson/module preparation.

The use of a self-paced delivery mode was seen as having a significant effect. Commonly, it was felt that the self-paced approach was inevitable. Many delivery strategies will be based on concepts of independent learning. By doing so, it would be possible to offer flexible entry and exit and a range of places where learning could take place. An inhibiting factor working against the offering of programs in this mode was set time release of apprentices.

Teachers suggested that self pacing presents the greatest problems for the effective delivery of a competency-based training curriculum. Students would be out of step with their peers. Re-evaluation of students who were still to demonstrate competency could significantly slow down the delivery process. Teachers were seeking strategies to overcome these difficulties. *One delivery strategy that could be examined is resource-based teaching and learning programs.*

CLASS ORGANISATION and MANAGEMENT OF LEARNING

Teachers suggested that instruction will based on small group delivery strategies. For this to be done, they stated that teaching spaces, appropriate to this form of delivery, would need to be available.

Many teachers felt that delivery of a competency-based training curriculum will require additional time to cover content, raise the student's competency levels and to assess that the specified level of competency had actually been achieved.

Most workshops reported that this will alter classroom management. Computer managed learning was seen as being a tool that would enable this alteration in management to be made. The classroom/workshop activities, that have been developed to cater for different ability and competence levels, will need to be available throughout the day as students using a flexible self-paced approach come and go or engage in extension or catch-up work.

Teachers suggested that, for the above to take place, this will require greater planning and preparation time. While teachers stated that there would be less time for remediation, most indicated that there would be a need for an increased availability of tutorials and remedial activities. It was suggested that these activities may be offered at night.

The delivery of a competency-based training curriculum was seen to place a greater demand of the flexibility in classroom arrangements through which teachers would be able to apply versatility in teaching based upon an increased breadth of teaching skills and the use of a wide range of delivery approaches and locations.

CONTENT

Most teachers stated that the delivery of a competency-based training curriculum would place emphasis on a closer link between theoretical and practical aspects of the course. They saw that the formal theory competent would decrease while the practical components would increase. There would be emphasis on specific elements of the theory that were aligned with the practical aspects of the course.

Teachers suggested that, because of the above, there would be less cases where expansion of content to accommodate incidental theory occurred. This would be because of tighter outcome specification in the curriculum.

Due to the modular nature of the curriculum, teachers feared that there would be diminished continuity between subjects. Some felt that because of the 'stand alone' nature of some modules that there would be less continuity within subject areas. It was suggested that to counter these foreseen effects there was a need for a uniform identification, based on a consistent, controlled approach, of competencies and standards.

STYLE

Workshop participants suggested that there would be many alterations to the style of delivery. Some suggested that the delivery of a competency-based training curriculum would narrow teaching styles. Due to the standardisation of content, it was suggested that formula teaching would occur. That is, teachers would follow the approach set out in module workbooks and rarely deviate from that course.

The use of a modular approach was seen to lead to the sectionalisation of content delivery. As suggested in the above paragraph, teachers indicated that delivery would be based and organised largely according to the information and approaches set out in workbooks. As well as sectionalising the content, teachers suggested that this approach could lead to a sanitised delivery method. Some teachers suggested that an end result of this occurring would be to remove some of the personal elements from courses by turning them into what could be classed as 'production lines'.

To support self-paced, flexible approaches workshop participants recognised that there would be an increased need for computer assisted and managed learning to be used.

The use of modularised delivery will result in the teaching of smaller units of works. Due to this, assessment instruments would decrease in size to match the decrease in content being assessed at any one time. With the breakdown of subjects into modules, the decrease in the size of a content element and the finer focus of assessment instruments, teachers suggested that the delivery of the curriculum could become piece meal.

To counter these factors, workshop participants frequently referred to the need for teaching programs to be delivered in a dynamic and stimulating style. Teaching programs would feature the encouragement of learning by the student rather than

delivery of information by a teacher. Due to the changes in assessment criteria and reporting, the motivation of students to achieve to the best of their abilities, rather than just to the standard of the defined competence, needs to be undertaken.

When questioned about delivery styles, the teachers reported that the style of teaching will reflect the structure and organisation of modules - hence the remarks about self-paced approaches becoming more common. Workshop participants asked that a range of delivery ideas be compiled and distributed. While self-pacing may be the pseudo-standard, teachers stated that whole group instruction will still feature as a frequent delivery mode.

Other comments made by participants included:

- delivery of content will be based on a cycle of presentations,
- that delivery using a team approach could pose some difficulties due to dispersed, self-paced student groups,
- that here will be 25% less chalk-talk,
- more teachers will rely on written materials,
- one method will be to lock-step the theory and then to self pace the practical,
- more use will be made of role plays,
- a decrease in live work may occur due to whole class teaching not being used as often as it is now, and
- open learning centres will be used more often.

MOTIVATION

Although this factor has been reported earlier, it is significant enough to be reiterated.

Teachers suggested that, as only two gradings being used - competent/yet to achieve competence, there is less incentive for the better student to excel. Courses need to feature areas where rewards for excellence are available. Extension work to challenge the more advanced student needs to be available. Motivation to do the best rather than merely to achieve competence must be inbuilt.

STUDENT ABILITY

Teachers stated that all delivery methods must acknowledge the differing levels of student literacy. It was suggested that one of the impacts of a competency-based training program will be to increase the frequency of one-on-one teaching. While in some cases peer tutoring may not be possible, there will be many others where such tutoring will be a feature of the students studying in dispersed groups away from the classroom and direct assistance of the teacher.

When catering for the range of student abilities, delivery of curriculum will draw upon a range of methods. In particular, it will become increasingly important to match a range of teaching and learning resources to delivery techniques used and the ability range of the students.

Some teachers reported that certain students may require an extended period of teaching and be able to draw upon a wider range of resources as they attempt to prove competency. A critical factor in implementing and delivery the competency-based training curriculum was reported to be the student's level of communication skills. The student must be able to request the resources and assistance required for them to achieve the competency standards targeted.

Teachers were concerned that, because there was less emphasis on understanding because teaching concentrates on doing, that there could be a decline in literacy

and numeracy applications and that the students' standards in these areas may fall. As reported earlier, other teachers indicated that the opposite would occur due to individualised instruction.

EVALUATION and ASSESSMENT

As reported earlier, many teachers stated that there would be more frequent evaluation and assessment. These would be undertaken or measured using succinct assessment units. Most thought that, in terms of actual time, assessment will cover a greater time frame than teaching.

Due to the finer focus of tests there will be a demand for standardised tests to be available. As a result of the suggestion that students may make multiple attempts to prove competence, some teachers requested access to a wider range of tests. There was a request from other teachers for access to the services of a subjective, specialised assessor.

At most of the workshops, teachers reported that, due to the demands of assessment, two teachers may need to be appointed to each class group. In discussing this point, other teachers suggested that greater use of ELMS may assist in lessening the load.

There was a greater demand placed on test-out facilities. Teachers stated that their methods of testing have changed due to the use of competency-based assessment. The use of log books to record the results of testing and scholastic progress was noted.

RESOURCING REQUIREMENTS

By gathering the preceding data it is possible to infer the resourcing requirements for the effective delivery of curriculum. The following were suggested by teachers when discussing the question of how delivery techniques have altered.

A majority of teachers stated that they used more resources in delivering a competency-based training curriculum. They required the resources being used to be accurate and of good quality. To support self-paced programs, teachers were using a greater number of multiple copy sets of resources. Resource usage has increased, teachers and students have become more dependant on resources being available and exercise greater discernment on the resource being used. Those with the highest relevance to the module being completed were selected for use.

Teachers were concerned with the material cost required to gain and prove competency. The cost of allowing repeated attempts to prove competency was a constant concern.

Delivery of the curriculum has increased the demand for closer access to essential library resources. To cater for self-paced students and small, dispersed groups teachers are utilising quiet space wherever available. When selecting resources and usage areas, time on task is an important consideration. That is, teachers want to minimise the time required to locate and retrieve the resource and to set up the student(s) in a suitable work environment. Teachers are using a greater range and number of class sets of resources more frequently.

Many teachers stated that delivery now requires greater use of the library. More students will be involved in activities requiring individual research. There will be greater class group (both whole and partial) use of the library.

In delivering the curriculum, teachers are using a wider range of media and technology more frequently. They reported that this had led to an increase in the frequency of equipment failure. That comment would indicate that a higher demand is now being placed on maintenance of equipment (including preventative maintenance). To support this usage, teachers stated that they needed to have greater awareness of the range of resources available to them and their students.

The support of external students, including those undertaking on-the-job training, has featured an increase in the use of resources. Teachers, in delivering the curriculum, have become more aware of the resources available outside the college and are using these more often.

CONCLUSION

From the data received during the workshops, the most common themes were that:

- teaching resources have now become learning resources
- students require motivation and encouragement to work to the utmost of their abilities
- greater time is spent on assessment
- a wider range of teaching styles and locations are being used.

LIBRARY SERVICES TO SUPPORT THE DELIVERY OF A COMPETENCY-BASED TRAINING CURRICULUM

The question posed to participants was *List the library services that are required to support the delivery of CBT*. There were 281 suggestions put forward at the workshops. Responses have been grouped into these categories:

- climate
- building
- communications
- organisation
- services
- resources, and
- general.

CLIMATE

Respondents were quite clear that, no matter what level of servicing was provided through the college library, library staff were not seen to be, or treated as, *baby sitters*. The suggestion was that staff should be seen as active participants in the teaching process, bringing to the area unique skills and a wealth of knowledge.

To some, the facility should be called a resource centre or RMC (Resource Materials Centre) rather than a library. The basis of the suggestion could be traced to need to change from a stereotypical image of the library as a custodial, monastical organisation where silence was golden. It was felt that the college library should be seen as a dynamic environment actively responding to the ever-changing needs of the users - teachers, students and industry.

In this context, the resource collection managed by the library was seen to be a highly mobile, dynamic collection. It would be constantly refreshed in response to workplace and technological change.

At every workshop we identified a challenge to replace a custodial, static image with a vibrant, responsive dynamic image.

BUILDING

At the workshops, it became quite evident that the college library, as a physical construction, was not adequate. Earlier, the responses to changes in teaching technique and curriculum delivery were discussed. If college libraries are to be active partners in the delivery of curriculum, it is imperative that the facility can provide the necessary spaces, resources and technologies.

The library building needs to be well positioned, providing easy access from as much of the college as possible. As a building it should be purpose-built as a library, not merely a building space that had been adapted for use as a library.

Spatial requirements suggested were areas for private study, group work and audio-visual usage areas. Allowance needed to be made for noise that would be generated through certain aspects of group work.

When establishing usage areas, it was stressed that the comfort of the user be acknowledged through the allowance of open spaces and appropriate furniture.

It was suggested that, as a resource materials centre, it would be appropriate for space to be made available for trade displays. For example, where built environment students were working through modules on plumbing or piping, distributors of such products could be invited to display their wares.

This would provide access by the students to current materials at little to no cost to the college.

Another utilisation of space, where access to resources was necessary, was the establishment of an industry training centre. While such a centre would not be a direct responsibility of the library, it was suggested that, due to resourcing requirements of these courses, proximity to the library would be advantageous. The underlying notion was to provide a flexible, open space that could be used, when necessary, for the delivery of library services.

A frequent suggestion was that space, and resources, be available for the establishment of an instructional design centre where resources could be produced. It was acknowledged that there would be considerable staffing implications and that the costs would need to be balanced to the benefit of producing exact need resource materials. The establishment of television production suites, including basic editing resources, was suggested more than once.

TELECOMMUNICATIONS

It became apparent that participants at the workshops were aware of the availability and potential of communication technologies.

The style of communication provision suggested included:

- linking to external data bases at local, state and national levels
- locating resources outside the college system
- linking staffrooms to a networked catalogue system providing a database of units and modules
- providing dial-in communication from private homes
- linking to AARNET, and

- linking to a state-managed data base of computer-based question test banks and information about current subject information

ORGANISATION

By far the greatest demand was for the recognition of the need for and subsequent establishment of what may be classed as sectional, or satellite libraries. These libraries, which form part of a workshop study centre, would contain highly relevant-to-subject resources that were in frequent demand by students being taught in the workshops.

The questions to be addressed in this context are the identification of the resource suitable for dispersal, how access is to be provided, how circulation is to be managed and who would be accountable for the security and maintenance of the subcollection. A technological solution is required in most cases.

Another organisational suggestion was the establishment of module-specific resource packages. Care would need to be taken that this would not lead to resource tunnelling in that students and teachers would rely only a small set of resources. In doing so, it is likely that little or no retrieval and identification of available resources would take place, teachers and students would come to rely on the package.

Associated to this concept, was the suggested need for class sets of resources. The establishment of class sets requires consideration of funding source(s), collection housing, maintenance of the set, and circulation policies and procedures. Large numbers of class sets would appear to be required. For example, it will not be uncommon for five blocks of fifteen students working in different areas to require the same text to complete a core NMEC module.

A need was expressed for the establishment of wider reference collections. It became apparent that this suggestion was referring to reserve collections where needed resources are withdrawn from circulation or are placed on limited circulation cycles. To facilitate this, teachers agreed that a booking system would need to be in place. We were cautioned that, to make booking systems workable, they need to be as simple as possible. Otherwise, the use of the booking system would be either ignored or sidestepped.

To support the operation of a reserve collection system, no matter how simple or complex, teachers suggested the need for the provision of remote access to both catalogues and the booking system. In particular, they sought quick access to information about and the ability to pre-book audio-visual resources.

This led to the raising of the need for strong networking between libraries and within college sections.

Libraries were seen as the best managers of resources and developers and maintainers of sets of resources gathered to support the delivery of a specific module. They are ideally suited to gathering, from throughout the nation, pertinent resources. In particular resources offering self-paced, individualised approaches would be targeted. Students and teachers would need to be able to take flexible and long term loans so that they could complete modules at their own rate, rather than be governed by borrowing periods.

One group suggested the need for a specific CBT collection area available out of hours. Security of such a collection is an issue to be addressed. It was envisaged that communication would occur between teachers and students through a bank of pigeon holes.

Frequently, the library was seen as the best resource management agency within the college. Through exploiting the organisational expertise of the library,

teachers were confident that resources could be delivered efficiently as they were required to the sites where they could be used most effectively.

SERVICES

These workshops raised an awareness that library staff could make an effective contribution to the development, installation, implementation and evaluation of curriculum. Although not all the points were revealed through the workshops, Appendix 2 provides details of where such contributions could be made.

Teachers valued library input as these people *knew the collection* and could advise of the resources available to support subjects. Of particular relevance was the offering of national broad-based modules by a range of subject areas. The library staff had the best overview of which resources were useful.

Teachers suggested that library staff should be included in all professional development activities. Resourcing of initiatives or curriculum modifications could be carried out quickly with a reasonable knowledge of how teachers may implement such changes.

Teachers highlighted the importance of disseminating information of new acquisitions. They also suggested that it was appropriate to remind them of the resources already held by the library that may have been overlooked.

Teachers looked to library staff to provide a resource consultancy service. To do so, they stressed the need for library staff to have a good knowledge of the curriculum. They said that new resources should be evaluated jointly. The provision of inspection copies of possible acquisitions would be welcomed.

The value of providing up-to-date listings of resources available for subject areas was emphasised.

All workshops responded that library staff should provide research skill development activities. Library staff were expected to link students to resources. In doing so there would be a need to develop the information literacy skills of both students and teachers in formal and informal modes.

Workshops supported the continuation of library orientation services. The role of the library in promoting use was seen as an important ongoing activity.

In discussing the need for the provision of technology support services it was suggested that, as part of the staffing establishment, an audio visual technician be appointed. The technician would need to be computer literate and would be responsible for providing support services such as the use of the television equipment.

A role that the library should also fill is the maintenance of awareness of and distribution of information about new technologies. One example cited was the application of a full colour photocopier that could capture and print PAL television images.

Workshops strongly identified the need for extended service hours. It would appear that most were seeking access from a half hour before the first class of the day to at least 10 pm. Weekend access, particularly on Saturday mornings, was sought. To provide these opening hours, further library staff will be required.

Teachers acknowledged the library as acting a copyright service centre. Advice and information about compliance to copyright were seen to be a service function of the library.

Services to be offered should include some form of official reciprocal borrowing rights between college libraries. At one workshop the idea of having a common library card shared between colleges was discussed. To allow unencumbered, reciprocal borrowing, it would be necessary to ensure that no diminishment of service to the home college occurred. Some form of resource timetabling may need to be established.

Teachers suggested the need for libraries to be able to organise bulk resource loans within regions. One suggestion was that some form of resources warehouse be established where bulk loans of resources pertinent to a specific module, that was only offered for one or two months of a year, could be provided.

Other services suggested at the workshops to support curriculum delivery were the provision of inter-library loans and providing wider access to the TAFE♦TEQ library network facilities.

PERSONNEL SERVICES

While these services can be linked to the preceding, there is value in considering them a separate category.

Teachers invited library staff to be participants in the teaching process. For this participation to be effective, library staff would need to come to grips with and be conversant with the base genre of each teaching area. The primary area of involvement, as specialists in information usage and access, would be the facilitation of resource usage by students as they worked through their modules.

Teachers advised that library staff should consider subject specialisation. By doing so they could provide pertinent advice and maintain effective teacher liaison. It was suggested that, through staff members adopting a subject or group

of subjects, their understanding of the genre would be facilitated.

Library staff should act as a liaison point between subject area groups. This would enable them to identify curriculum and delivery changes, particularly in the use of resources. By involving library staff in sectional meetings proactive provision of resource services would become the norm. Library staff could maintain an awareness of current assignments and those to be set. Thus they could monitor resource usage and adjust circulation policies as appropriate.

One workshop suggested that teachers should be called upon to assist in weeding collections. This stemmed from a fear that resources may be disposed of because of age or disrepair while they were still current or were the only resource available.

Teachers wanted access to a team of competent, well-trained staff of adequate numbers. They sought flexibility and willingness to work outside the walls of the library. Librarians, they suggested, could play an important, influential role in changing culture, i.e. the promotion of life long learning rather than education for short term gain.

RESOURCES

The critical service required was the continual identification of new resources. The resource collection must be kept up-to-date. Through the use of memos and circulars staff must be kept aware of additions and deletions to the collection. Of major concern was the maintenance of accurate up-to-date copies of particular legislation and standards.

Teachers looked to library staff to link specific resources to current curriculum areas. To do this library staff would need to maintain an awareness of the current

curriculum, maintain an industry focus and to liaise with publishers and library suppliers. The latter should feature a two-way information flow - the publishers and suppliers inform of what is available, the library informs them of what should or needs to be available.

Teachers reported that they were seeking a greater quantity and range of resources. The range needed to cover a variety of media types, difficulty levels and be matched to the literacy levels of the students.

Competency-based training curricula, in particular that delivered through a self-paced mode, require multiple copies of resources. When CBT was first delivered through self pacing, some teachers saw this as a time to enhance the hardware in workshops. "If we are to offer self-paced, we need a lathe for each student!" was the cry. It would appear that the opposite may be the case. Where a college may have previously required six lathes to deliver a lock-step program, self-pacing only requires three lathes.

However, with library resources the inverse may be the case. Where a library was able to meet demand with two or three copies of a text or reference; it may now be necessary for five or more copies to be available to satisfy demand. It would be incorrect to rely on inter-library loans to top up the college collections as other libraries will be reluctant to provide resources required to support self-paced programs at their college. To effectively resource a self-paced approach to competency-based training considerable enhancement to base funding will be required.

In coming to grips with this increased demand for resources, various solutions were posed. While most are technologies existent today, there is evidence that college-based staff are aware of, and see the need to, tap into horizon technologies such as document imaging networks.

Participants suggested that the following technologies would assist:

- audio-visual network networks
- multi-user interactive video
- document imaging systems, with dial-in access
- CD-ROM databases with multiple access
- increased expenditure on serials, particularly those for fast dating information areas.

Other resources asked for by teachers included self-paced literacy development packages; provision of access to alternative resources to those listed in modules; access to supplementary resource materials; extension resources for those students who completed modules quickly and resources presenting similar content at a variety of levels.

Audio-visual hardware to be provided through or in the library included overhead projectors, electronic whiteboards, computer projection screens, lap top computers and colour photocopiers. Where possible, this hardware should be portable and accessible to all students.

GENERAL

One suggestion made, that would be equally valid in all of the preceding sections, was that the library has to be provided with access to adequate funding for the acquisition and maintenance of a resource collection. These funds would be required to support collection development, employment of staff and provision of access to up-to-date technologies.

In conclusion, we refer to the comment made by one participant who suggested that library staff should:

Innovate! Motivate! Educate! Keep at the Cutting Edge!

PRE-EXISTING LIBRARY SERVICES SEEN AS BEING BENEFICIAL

The reporting of responses made during this section of the workshop is broken into the following sections:

- climate
- building
- organisation
- services, and
- resources.

There were 165 responses made during this section of the workshop. These responses represent the services that teachers indicated were valuable or beneficial. They are the services that need to be maintained, expanded and/or developed.

When compared with some of the comments made in answer to the following session, that of blocking forces, it can be seen that, where the negative block has been removed, teachers value the existence and availability of that library service.

CLIMATE

Participants indicated that most students felt comfortable in using the library. It was stated that students were confident to go to the library and use the resources available independently.

It was suggested that this occurred because, on the whole, the library staff were supportive, co-operative and had a positive approach.

Teachers indicated that they felt that the library staff understood the teaching program and had shown a commitment to satisfying their needs.

Teachers acknowledged the staffing difficulties under which the libraries were operating and indicated that they were aware that most library staff were working beyond the expected capacity.

Most workshop participants commented favourably on the interpersonal skills and relationships that were exercised and developed by library staff.

In summary, teachers were appreciative that the library staff 'were there'.

BUILDING

Participants recognised the commitment of library staff to providing the best possible facilities given the present building. Most commented favourably on how maximum use had been made of available space.

Teachers appreciated the work done to improve the aesthetical qualities of the libraries and the attempts made to establish specialised facilities such as viewing, private study and production areas.

ORGANISATION

There were four areas of organisation, presently existing, that were seen to be beneficial.

Teachers appreciated the circulation management practices of libraries. The overdue reminders were, for some teachers, quite useful. Perhaps they served as a

way of allowing a teacher to continually reviewing the resources on loan from the library?

Teachers appreciated being able to discuss and negotiate or modify library policy including loan restrictions. Variable loan periods were seen as a definite advantage.

Where provided, teachers valued a model of the central collection and serviced sectional collections. They indicated that this maximised resource usage.

Where sectional or satellite or sub-libraries had been established, teachers valued the fact that library staff would either assist or take responsibility for the management and security of resources attached to those areas.

SERVICES

The most valued service offered by libraries was the circulation of listing of new acquisitions and the contents pages of journals. Teachers indicated that this information was critical to the successful delivery of a competency-based training curriculum.

A highly valued service was the provision of an interlibrary loan service. The ability to locate and borrow resources from external sources both from throughout the network and on the wider scale was seen as being beneficial.

Another highly valued service was a proactive, consultative resource acquisition program. When linked with the provision of a preview service, this became a sound way of maintaining communication with and awareness of the needs of the teaching staff.

Teachers valued educational services provided by library staff. Specific mention was made of library promotion and orientation, research skill and information usage lessons, training to use CD-ROM and in-context skill development. Where co-operative teaching was taking place, teachers indicated that this should continue and where possible be extended.

Prompt processing of newly acquired resources was appreciated. Teachers also commented favourably on co-operative resource production services and being able to access knowledge on comparative resource production/acquisition costs and difficulties.

Where the communication was established that allowed teachers to input to collection development policies and procedures, this input was valued. Inversely, where librarians attended college committee/staff meetings and input to curriculum development this was also valued.

Teachers appreciated extended hours of service. Copyright advice and assistance was mentioned as being a useful service.

In summary, teachers stated that the services offered by the friendly library staff, a staff that was helpful, responsive, committed, dedicated, interested, proactive and professional, contributed to their use of resources.

RESOURCES

Although in most cases a basic supply of resources was available, the teachers still suggested that this supply was not adequate and that more were required. Provision of back-up resources to those listed in modules and workbooks was valued.

Libraries were seen to be providing a range of resources using a variety of media in attempt to meet the needs of the wide range of students undertaking competency-based training courses.

Teachers acknowledged attempts to provide resources using current technology such as CD-ROM. They saw the provision of periodicals (magazines sic.) as being an way of offering a cost effective up-to-date resource service.

The central reference collection of works, such as standards and dictionaries, was seen as point that students could be referred to where required resources resided regularly.

BLOCKS TO THE PROVISION OF LIBRARY SERVICES

At this stage of the workshop, participants had identified:

- what they associated with the term competency-based training,
- how the implementation of this curriculum would effect delivery,
- the library services that were required to support delivery, and
- services that were currently available and were of value in supporting curriculum delivery.

We now move to analyse what forces were blocking the provision of effective library services. From the 238 responses received, the following groupings were established:

- building
- climate
- telecommunications
- curriculum
- organisation
- personnel services
- resources, and
- role of the student.

BUILDING

The majority of comments suggested that the current style of library building was not suitable. Participants stated that the libraries, in most cases, were congested, overcrowded, suffered from lack of design flexibility, poorly designed and poorly laid out.

The majority of teachers were seeking quick and easy access to resources. To enable this, they suggested that college building design cater for sub-libraries with easy access from workshops. The sub-library, or satellite library, needed to be able to cater for class groups, peer tutoring and ELMS activities.

At the main library, seminar rooms were required, audio-visual work stations for students were needed and areas that could be set aside where a reasonable level of work noise could be made without disturbing other users.

There were comments relating to the need for the library to be comfortable with efficient air conditioning. Teachers sought areas for preview/review of resources.

CLIMATE

One of the most frequently cited blocks to the provision of an effective library service was climate - organisational climate, interdepartment climate and management climate.

Some felt that these climatic difficulties were due to the library not being seen as a revenue generator for the college. They suggested that, with respect to revenue, the library was viewed as a *taker* rather than a *giver*.

It was suggested that the library's profile in the college was too low. It should be seen as a contributing partner in the teaching process. Acknowledgment of the library's role should be included in college mission statements.

The cost-benefits of providing an effective library services, with particular regard to resource management, need to be shown. This means that the general attitude towards libraries needs to change. There were many blocks to this occurring. To remedy the situation the following actions were suggested.

Firstly, library staff need to have access to information about what the college is doing, when it is doing various activities and projects and where these are to be offered. Secondly, teachers need to be given more information about the facilities and services offered through the library.

Another action was that library staff need to be given greater opportunities to participate in the curriculum processes. Workshop participants suggested that this has not been assisted by poor state office communication to the college staff, poor communication between colleges, lack of regional communication and the limited opportunity for reverse communication.

The notion of a library committee where teachers of all subject areas are represented was seen as a way of assisting in effective resource management and servicing. This would allow feedback on resource and service suitability. The suggestion was that by doing so teachers would believe that they had a working stake in the library.

The climate for communication within the college was not enhanced by limited feedback cycles, gaps in information channels, lack of planning information and, in general, limited meeting opportunities.

Some teachers suggested that this climate existed due to previous experiences of college staff and the stereotypical images that they had carried. Others suggested it was because the library has been operating in a reactive role rather than proactively. It was stated that where library staff were part of the senior administrative team, climate difficulties were not as severe.

TELECOMMUNICATIONS

The blocking force in this area was the lack of a college wide network that linked to a wide area network that linked colleges and other offices. *We are aware that at Mt Gravatt College of TAFE work has been undertaken in this area.*

Never-the-less, where college-based computer networks are being upgraded, linkages to the library catalogue should be included. This would allow wider access to the library database.

CURRICULUM

Previous chapters have addressed inadequacies of the curriculum installation process. This was seen as the second major block to the provision of an effective library service.

The most frequently made comment in this regard was the lack of lead time between receipt of the curriculum and its implementation. This meant that teachers did not have enough time to consult with library staff regarding available resources. In turn, library staff did not have enough time to acquire additional or new resources. Thus the commencement of curriculum implementation was impoverished.

There was a range of other comments made about curriculum blocks to effective library services.

Some teachers suggested that the adoption of interstate modules and workbooks in their entirety was a difficulty.

In certain cases the resources listed in the workbooks were either unobtainable or out-of-date, therefore the library had a difficulty in resourcing the workbook to the intention of the writer.

In some workshops, participants suggested that the impact of the competency-based training curriculum was not addressed cohesively within the college. Cross-department/subject co-operation was not high.

The multi-skilling demands placed on teachers has made it difficult to focus on the finer points of curriculum implementation. The range of courses being offered has lead to the teacher only having a generalised idea of what resources are available - thus their usage and expectations of service are not high. This is where increased teacher - librarian communication is essential. It also reflects the comments made about library staff specialising in resourcing specific areas.

One group of teachers suggested that it will take at least two implementations of a module before the true resourcing requirements can be established. This will enable industry to check the quality of output and for corrections to be made where necessary.

While a curriculum may cite a specific resource that would be used in most cases, teachers suggested that an additional resource lists was also required. This list would indicate resources that could be used for remedial or extension work.

The module writer's guide that has been produced may remove the block of lack of consistency and fragmentation of approach. The result of this occurring has been to limit time available to teacher for the identification of resourcing need.

Information about piloted projects was not seen as being easily available. If this information were to be provided, teachers and library staff would be able to gauge the likely extent of resources required and acquire those necessary.

A comment made in at least one workshop was that teacher training did not cover the effective use of resources and library.

ORGANISATION

Workshop participants, in general, were of the opinion that improved direction and leadership from national programs and state office sections would enable planning to be facilitated. Where this occurs, libraries would be better organised to cope with curriculum implementation.

Organisational blocks would be removed. Management of resources would be facilitated through the use of topic timetabling systems. This is where subject areas notify the library of work to be undertaken and assignments set. Library staff then can organise acquisition of resources, place those available in limited quantities on restricted access and provide bulk loans to workshops and classrooms.

Improved communication would allow resource organisation to cope with the demands of multiple copies of resources and support of learning when offered through a split campus college.

There was a difference of opinion between the merits of having a centrally held collection and a collection dispersed throughout a college. While it is able to be argued that some resources have to be permanently located in workshops because they are used as a basic learning tool, it was acknowledged that most resources could be centrally held and organised. What is sought if this is the case is the effective and efficient management and movement of these resources to the learning site.

A dynamic, moving collection is desired. The subsidiary question to this point is *What learning resources should the library be responsible for?*

When considering organisation, security of the collection was a major concern. Questions to be addressed were responsibility of the circulation of the resources, maintenance of the collection quality and acquisition of new resources. Participants agreed that, in most cases, library staff were the best qualified to manage and undertake these duties.

A difficulty reported at several workshops was the time it took for resources to be acquired, processed and delivered to colleges. Participants looked to the library network to put into place a streamlined operation to cater for these demands.

At some workshops, participants felt that the time limits imposed on resource loans blocked effective use. It was suggested that this block could be met through improved communication.

PERSONNEL SERVICES

Where curriculum difficulties were identified as the second major block, the availability and access to library staff was seen as the most influential block to the provision of a quality library service.

Participants stated that lack of staff both in numbers and time available worked against teachers using library resources effectively. Some workshops suggested that staffing libraries with teacher-librarians in addition to the staff already in place would be of benefit particularly in the support and delivery of resource-based teaching and learning.

Due to staffing limitations, it was not possible for teachers to be offered adequate professional development activities to demonstrate and facilitate use of resources. The lack of in-college staff development in the use of resources by library staff conversant with the competency-based training curriculum was identified as a blocking factor.

In a previous chapter it was reported that delivery of a competency-based training curriculum was placing greater demands on the maintenance of audio-visual hardware. Workshop participants reported that a force blocking their use of various media was that there were inadequate audio-visual support services. They indicated that access to audio-visual technicians would remove the block.

RESOURCES

Access to a suitable quantity of resources is blocking greater usage. Limited collections, with not enough multiple copies of the resources cited in workbooks (in particular videos), are working against a fuller usage of resource-based teaching and learning approaches.

Resource scheduling is either not available or too difficult to manage. Management difficulties arise not only from limited quantities of resources but a wide demand for the same resource in more than one module. Flexible entry and self-pacing demand a high number of multiple copies of base resources.

While it has been argued that less hardware may be required in workshops, the opposite is true when it comes to consideration of the resource base. Some libraries are relying on inter-library loans to top-up the collection. However as more competency-based curriculum come on stream the availability of resources for loan in this manner may well drop. This will be due to the needs within the holding college expanding.

Resources that need to be increased in quantity include audio-visual hardware. It is of little use to have multiple copies of video cassettes when there are severely limited playing facilities and policies limiting teacher and student access.

Participants stated that force blocking greater resource use was lack of access to a database of resources particularly suited to the delivery of competency-based training. While some may argue that all resources can be used in this mode, there does exist, at the college level, an expectation that certain resources are more suited for use in this context than others.

Links to colleges in other states are not freely available. If these links were available teachers and library staff may be better informed of the resources being used to support modules developed in those states. This access would also assist in tracking down some hard-to-get materials.

A block effecting resource usage was the lack of what participants called *stand-by funding*. These funds could be called upon at short notice to acquire needed resources that had escaped the planning net. Teachers sought access to a contingency fund to cope with these demands.

More Australian resources were required. The lack of localised resource production to produce the concise, highly specific item was seen as a block. Teachers were not seeking highly professional epics. They were seeking the short, 4-8 minutes long item that would describe, explain or demonstrate a critical point. Self-paced students would thus be able to view and review such a resource without having to wade through extraneous matter.

One force blocking greater usage of the library was suggested as being the absence of relaxation type materials for loan. It was suggested that where these were part of a 'standard' collection, they could act as *lures*.

ROLE OF THE STUDENT

A blocking force in this area was identified as being the case where students are not being sufficiently challenged to explore modules in greater depth than that suggested in the workbooks. Student motivation to extend their knowledge beyond the base needed to be considered. This was addressed when participants considered the development of the self-direct, life long learner concept.

There needs to be a distinction made between supplying the student with all that is required to a module and motivating the student to locate the resources required for successful completion. Through effective service is the student's independence being inadvertently impinged?

INTERVENTIONS AND ACTIVITIES REQUIRED AT THE COLLEGE LEVEL

In the preceding chapters, we have reported on perceptions, changes, needs, driving forces and blocking forces. This and the following two chapters report on what actions workshop participants suggested were required to take place at the college, regional and state level to enable an effective library resourcing and servicing of the delivery of a competency-based training curriculum.

We have attempted to maintain the same organisation for each of these chapters. The headings used for this chapter are:

- building
- computer communications
- climate
- communication
- industry link
- organisation
- resources/collection, and
- services.

As this reporting is based on the statements made during the workshops, an attempt has been made to keep the discussion pithy. Participants gave 83 responses recommending what should be done at the college level.

These comments should not be taken globally as they will, in some cases, be pertinent to only one site or situation. However, collectively the comments do form a body of concepts and ideas that may be applicable on a wider scale than that in which they were initially stated.

BUILDING

There is a need to add floor space to the library. This space would be mainly used to offer increased individual and small group resource usage areas.

A new library should be planned for. The present building was deemed inadequate in size, location and flexibility.

The physical facilities of the building need improvement.

COMPUTER COMMUNICATIONS

The College needs to establish a link with a national database of modules of Competency-Based Training curriculum.

The VEATT database of modules should be accessible on-line.

Computer access in library to ELMS and CAPS networks should be established.

To allow wider access to information available, the library's computer system should be networked through the college to workshops, sections, staffrooms etc.

The College should establish internal databases that can be used for curriculum planning.

CLIMATE

The College needs to clarify the role of library.

A policy for establishment, development and maintenance of satellite libraries and the central collection needs to be established.

The role of the library staff needs to be set out.

There needs to be promotion to the college at large of the library's role.

A college plan to integrate the resources available through the library in the teaching process should be developed.

Co-operative teaching and planning between teaching staff and library staff should be established as one of the college's delivery modes.

The library must move towards working in a proactive rather than reactive mode.

Teachers and library staff are to be encouraged and given time to work closer together.

The College must establish its national curriculum commitments.

Greater teacher participation in library management needs to be facilitated.

A written policy on commitments to Competency-Based Training should be drawn up.

COMMUNICATION

Topic timetabling to co-ordinate the commitments to Competency-Based Training curriculum delivery should be established.

The library is to ensure that it is on distribution lists for the agenda and minutes from staff/school meetings. This will be a way in which library staff can keep abreast of what is happening in the college.

A library representative is to be appointed as a member of curriculum committees.

There will be a solidification and formalisation of teacher and library staff interaction.

A library committee is to be established.

A subject consultative committee is to be established.

Communication is to be improved to provide greater lead times for curriculum implementation and to reduce isolation between all players.

A college Competency-Based Training network, including library staff is to be established.

INDUSTRY LINK

The library is to acquire a greater quantity of industry specific resources.

Library staff and teaching staff are to investigate industry involvement in the supply of learning resources.

ORGANISATION

Class sets of Competency-Based Training resources are to be made available from the first day of implementation.

Mechanisms to respond to changing resource needs are to be identified and put into place. These will be used to plan for the acquisition of resources and to develop spheres or domains of responsibility.

There are to be increased sectional facilities. As part of this, it will be necessary to investigate and analyse additional copy requirements to set them up.

Competency-Based Training resources are to be centralised and/or information regarding access to such resources is to be widely available.

Greater flexibility in collection usage/provision will be allowed.

A policy of continual collection evaluation and review is to be established.

The College will press for the development of a union catalogue on CD-ROM. The disk is to be updated quarterly.

Retrospective cataloguing is to be accorded a priority.

Timetabling of and control of rooms within the library are to become responsibilities of the library.

RESOURCES / COLLECTION

The College is to seek additional funding for the purchase of Competency-Based Training resources.

Competency-Based Training resource acquisition and maintenance is to become a budget component.

New technology seed funding is to be made available.

The size of the collection should be increased.

Money is to be set aside for the resourcing of NMEC modules.

The reference collection is to be improved.

SERVICES

Programs are to be established to develop the library staff's skills in teaching and technologies.

Programs to develop video expertise are to be established.

Library access hours are to be extended.

Resource lists by module and/or subject are to be compiled.

Time for sectional advice is to be made available.

Library staffing establishment is to be finalised as soon as possible.

All new staff are to receive induction to college as soon as possible.

An increase in equipment availability is to be made.

Purchase of state of the art equipment is to be given a priority.

Equipment available is to match industry standards and requirements.

Interlibrary accessibility is to be increased.

Network advice about resourcing difficulties is to be sought and publicised.

The College is to seek the appointment of an audio-visual technician.

The College is to seek an upgrade of library staff including the appointment of additional librarians, support staff and technical staff.

Specialised Competency-Based Training support staff are to be either identified or sought.

The information and research skills programs are to be expanded.

Inservice for teachers on resource use is to be offered.

Increased reader education activities are to be made available.

Professional development time on the use of library services and resources is to be made available.

A fast inter-campus service with quick turn around times between request and supply is to be sought.

Inhouse Competency-Based Training writing training is to be made available.

Interlibrary loan services are to be maintained and, where possible, expanded.

INTERVENTIONS AND ACTIVITIES REQUIRED AT THE REGIONAL LEVEL

There were 56 suggestions for action made during the discussion at this point of the workshop. The sections used for reporting these comments are:

- computer communications
- climate
- communication
- industry link
- organisation
- resources/collection, and
- services.

Some comments will appear familiar, that is, they appear in the preceding and following chapters. This can be taken to indicate that the workshops suggested that these activities be implemented on more than one level. Alternatively the comments were made at different workshops and reflect the perceptions of locus of the participants at the particular workshop.

As regions have only been recently established, the comments made by respondents to this section of the workshop may assist in defining the regional role in the provision of library services.

COMPUTER COMMUNICATIONS

The Region should establish a data base of Competency-Based Training Modules.

Networking via modem links should be made available.

CLIMATE

Regional standards for resource provision are to be established.

COMMUNICATION

Regional staff should work to provide opportunities to facilitate communication between libraries and other college staff.

The Region should act as a conduit so that needs can be expressed through regional directors to state office.

A regional voice is to be established.

The Region is to promote and assist intercollege communication.

The Region is to provide means for cross college awareness.

Regional subject resource consultation and networking groups should be established.

The Region is to ensure that library staff are involved in curriculum seminars.

The Region should support intercollege library communications.

The Region should stage sectional forums.

INDUSTRY LINK

Regions need to facilitate effective training triangles.

ORGANISATION

Course rationalisation with college specialisation should be investigated.

Regional resource rationalisation mechanisms should be established.

Resource sharing is to be promoted and supported.

The Region should play a role in CD-ROM development, particularly that of a compiled catalogue.

Regional co-ordination of resource circulation should be established.

The Region should investigate a common ID card for library use.

There should be a formalised regional input to the national curriculum.

Regional co-ordination of activities is to be encouraged.

RESOURCES/COLLECTION

The Region should develop shared resources.

State of the art equipment is to be made available on a regional basis.

The Region should provide on-going resource funding as a standard budget component.

NMEC and new technology seed funding should be made available.

The Region should mount regular resource expositions.

The Region should develop a video production centre.

SERVICES

A regional float of casual library staff to be used for relief so that full time staff can attend meetings and courses should be available.

There should be a regional staffing upgrade policy.

The Region should provide librarian awareness services.

The Region should provide professional development activities on the use of resources.

At a regional level, some establishment of standardised delivery time for interlibrary loans between far away sites should be negotiated.

Regions should support the costs of interlibrary loan services.

A regional commitment and training to the quality writing of Competency-Based Training modules should be established.

Regional curriculum installation should be a standard feature of any new or revised curriculum implementation.

A regional Competency-Based Training module writing policy and advice should be set out.

INTERVENTIONS AND ACTIVITIES REQUIRED AT THE STATE LEVEL

The style used for the preceding chapters is used again for reporting through this chapter on the 71 suggestions made.

Sections used are:

- building
- computer communication
- climate
- communication
- curriculum
- organisation
- resources/collection, and
- services.

These are activities and interventions suggested at the state level. One would assume that, if these and the comments in the previous two chapters were to be satisfied or actioned upon, staff would find the library servicing of the implementation and delivery of a competency-based training curriculum would be highly satisfactory.

BUILDING

There needs to be better planning of colleges. Competency-Based Training facilities should be included in the design of college libraries. As student numbers are expanded not only should classroom and workshop space expand, but so must the support buildings such as libraries.

COMPUTER COMMUNICATIONS

A state wide area network accessible through modem links should be established.

CLIMATE

A state level awareness of new technology needs to be maintained.

The State must continue to co-operate with national bodies. At more than one workshop the comment *stop politicking* was made.

At a state level, a clear role of libraries in the implementation of the Competency-Based Training curriculum should be defined and publicised. For some, this may mean a 'new' role for libraries.

Resource management policies from a state wide perspective need to be investigated and put into place.

State office personnel need to keep visiting all colleges.

A librarian's career path should be established.

A policy and guide for resourcing of students studying in the distance education mode needs to be developed.

College staff looked towards state office for reliability. In their words *when promises are made, these are kept.*

COMMUNICATION

The State must continually develop and maintain effective communication.

The State is responsible for the networking with other bodies such as industry and universities.

CURRICULUM

The State should ensure that adherence to national standards is maintained.

A Competency-Based Training writing policy is to be developed with a clear commitment.

At the state level, interstate-sourced modules must be checked for state relevance.

Curriculum rationalisation is a state responsibility.

ORGANISATION

The State should be planning forward with clear implementation strategies being developed.

A CD-ROM union catalogue should be developed and distributed. (Not just to libraries.)

The central co-ordination and funding of libraries should continue at the state level.

The State is to be responsible for centralised statistical gathering.

The State should promote, support and facilitate resource sharing.

Reciprocal borrowing right policies need to be established at a state level.

RESOURCES/COLLECTION

The State is responsible for providing a Competency-Based Training resourcing budget component that is realistic and provides for professional development.

The State should compile and provide a listing of resources for subject and/or modules that is up-to-date, in print and shows consideration of meeting a recommended quality.

Subject resource consultation committees need to be established at a state level.

Costing scenarios for the implementation of Competency-Based Training, based on pilot studies, should be developed and made available.

A database of Competency-Based Training modules should be developed and made available.

Online provision of Australian Standards should be offered from a state level.

SERVICES

A short term video duplication scheme should be negotiated with copyright owners.

A video production centre should be established.

The State should show a clear commitment to Competency-Based Training co-ordination and implementation.

The State should offer professional development on Competency-Based Training. What it is, Why is it needed and How it is to be offered.

The State should ensure that the curriculum is installed effectively.

The State needs to recognise the need for and facilitate improvements in staffing.

The State should underwrite the costs of a staff relief scheme.

At the state level, access to interstate library collections should be established.

A College librarian should be involved in all syllabus development.

The State is to provide ILL delivery policies that will streamline the service and enable quick turn around of requests.

The State should provide inservice for staff on how to develop resources, in particular the production of high quality print materials.

The State should establish a publishing service. (What was suggested was that a teacher could develop materials, submit them to a publishing 'house' for editing and art work and that the publishing house would then produce the material. The teacher would receive royalties on sales.)

The State is to be responsible for training staff of how to write a Competency-Based Training Module.

APPENDICES

APPENDIX ONE

RAW DATA

CBT DEFINITIONS - COMMON WORDS

ABLE TO DO - ACTUAL DEMONSTRATION RATHER THAN LOG
ABLE TO OPPOSED TO KNOWLEDGE OF *HOW TO DO*
ACCESSIBILITY OF RESOURCES
ACCESSIBILITY OF DOCUMENTS
ACHIEVEMENT OF COMPETENCIES (TASKS)
ASSESSMENT
ASSESSMENT- ABILITY TO PERFORM SKILLS
ASSIST AT ALL LEVELS
ATTAINING LEVELS OF SKILL
ATTAINING PERFORMANCE LEVELS
AWARD RESTRUCTURE
BE ABLE TO PERFORM A CERTAIN TASK
BEEN HERE FOR YEARS - ACTION NOW
BROAD BASED
BUILD ON COMPETENCIES ALREADY INHERENT
BUILDING ON PRE-EXISTING KNOWLEDGE
CB ASSESSMENT
CB ASSESSMENT
CBT NOT SELF-PACED: NOT MUTUALLY EXCLUSIVE
CHANGED ROLE FROM EDUCATION TO TRAINING
CHANGED ROLE OF TEACHER - FACILITATOR/ADVISER
COMMUNICATION OF STANDARDS
COMPETENCE VERSUS EXCELLENCE
COMPETENCIES - NATIONALLY RECOGNISED
COMPETENCIES - SET BY EDUCATION, INDUSTRY
COMPETENCY - PRE-DETERMINED
COMPETENCY CLEARLY IDENTIFIED CRITERIA
COMPETENCY - INDUSTRY APPROVED STANDARD
COMPETENCY OF SKILLS - THEORETICAL
COMPETENCY OF SKILLS - PRACTICAL
COMPETENCY AT SKILLS THAT ARE CRITERIA BASED, CLEARLY STATED, ACCEPTED NATIONALLY
COMPETENCY SET BY INDUSTRY
COMPETENT - MUST BE CLEARLY DEFINED
CONFUSION ON TERMS
CRITERIA BASED ASSESSMENT
CRITERION REFERENCED
DELIVERY METHODOLOGIES
DEMONSTRATED SKILLS

CBT DEFINITIONS - COMMON WORDS cont.

DISAGREEMENT ON TERMS
EVALUATION OF SKILLS - ASSESSMENT
EXIT TESTS - ANY NUMBER OF
EXTRA WORK FOR HIGHER ACHIEVERS
FAILURE - LACK OF UNDERSTANDING, HOLISTIC NOT SELECTIVE, NON-EDUCATIONALLY DRIVEN
FLEXIBLE CURRICULUM
GAP BETWEEN CONCEPT AND IMPLEMENTATION
GIVEN CONDITIONS TO ACHIEVE GIVEN STANDARDS
GIVEN CONDITIONS TO MEET PRESCRIBED STANDARD (PRESET)
IDEALLY SELF-PACED
INCREASE IN LEARNER'S RESPONSIBILITY FOR LEARNING MANAGEMENT
INDIVIDUAL PROGRESSION
INDIVIDUAL ABILITY - MEASURE OF ACHIEVEMENT
INDIVIDUALISED CURRICULUM
INDUSTRY RECOGNISED SKILLS
INDUSTRY MAY IMPOSE TIME FRAMES
INDUSTRY
INDUSTRY STANDARDS
INITIAL TESTING
KEY COMPETENCIES
KNOWLEDGE, SKILLS, ATTITUDES, - DEVELOPMENT & APPLICATION
KNOWLEDGE AND SKILLS
LACK PLANNING/SUPPORT/RESOURCE ALLOCATION
LANGUAGE SKILLS/COMMUNICATION
LEARNING OUTCOMES
LEARNING AT OWN PACE
LEARNING GOALS DEFINED AS SPECIFIC CRITERIA
LEARNING AT OWN PACE (AS APPROPRIATE IS IT? WHEN? HOW OFFICIAL?)
LOCK STEP ACCEPTABLE
LOST DIRECTION OVERSEAS - JUST RIGHT FOR AUSTRALIA
METHODS OF ASSESSMENT
METHODS OF TEACHING ADAPTED TO LEARNING METHODS OF STUDENTS
MODULAR LEARNING
MODULE DESCRIPTORS
MODULES
MODULES
MODULES
MODULES
MODULES
MORE THAN ONE ATTEMPT AT SUCCESS

CBT DEFINITIONS - COMMON WORDS cont.

MULTI-SKILLING
NATIONAL STANDARD
NATIONAL TRAINING
NATIONAL AGENDA - IN CIRCLES FOREVER?
NEED TO REWRITE WHEN NATIONAL STANDARDS ARE ESTABLISHED
NO FAILURES - INDUSTRY INPUT CRUCIAL
NO TIME BASE
NO PASS/FAIL
NO TIME LIMIT - IS THIS REALISTIC? WILL INDUSTRY CARRY IT?
NOT BASED ON COMPETITION
OPEN ENTRY AND EXIT
OPEN ENTRY AND EXIT
OPEN ENTRY AND EXIT
OUTCOMES BASED
PASS/FAIL
PERFORMANCE IN A VARIETY OF SITUATIONS
PERFORMANCE OBJECTIVES
PRE-ARRANGED LEVELS OF COMPETENCIES
PRE-ASSESSED: WHAT KNOWLEDGE /SKILLS ALREADY HELD
PRIOR LEARNING
PRIOR LEARNING
PROCESS OF ACHIEVEMENT
PROGRESSION BASED ON SKILL MASTERY
PROVE COMPETENCE AND MOVE ON
QUALITY OUTCOMES
RECOGNISED/APPROVED STANDARDS
RECOGNISED OUTCOMES
REGULATED STANDARDS - PRESCRIBED STANDARDS
RELEVANT TO INDUSTRY NEEDS
REMOVING TIME BASE
RPL
RPL - ACCELERATION
RPL
RPL
RPL
RPL
RPL -> PRETEST -> CURRICULUM
RPL
SELF DISCIPLINE - STUDENT'S RESPONSIBILITY
SELF-PACED LEARNING - ONE TEACHING METHODOLOGY
SELF-PACED MODULES
SELF-PACED LEARNING
SELF-PACED
SELF-PACED CURRICULUM

CBT DEFINITIONS - COMMON WORDS cont.

SELF-PACED
SELF-PACED
SELF-PACED LEARNING NOT NECESSARILY CBT
SELF-PACED
SELF-PACED LEARNING
SELF-PACED
SERIES OF MODULES - PROGRESSIVE ATTAINMENT SKILLS, KNOWLEDGE, COMPETENCIES
SKILLS BUILT ON PREVIOUS SKILLS
SKILLS
SKILLS
SKILLS TESTING
SKILLS
SKILLS
SMALL SEQUENTIAL LEARNING STAGES
SPECIFIC TASKS/SKILLS - TO INCLUDE KNOWLEDGE, UNDERSTANDING
STANDARD OF SKILL - SET BY NATIONAL STANDARDS
STANDARD BASED ASSESSMENT
STANDARDS
STANDARDS SET NATIONALLY
STANDARDS SET BY COMPETENT TRAINER
STANDARDS
STANDARDS SET BY INDUSTRY
STANDARDS - APPROVED BY COMMUNITY
STANDARDS IDENTIFIED
STANDARDS SET ON-THE-JOB
STANDARDS - APPROVED BY INDUSTRY
STANDARDS
STANDARDS
STANDARDS SET OFF-THE-JOB
STUDENT CONTINUES AT TASK UNTIL COMPETENT
STUDENT-CENTRED
STUDENTS BECOME COMPETENT IN ALL AREAS OF A SUBJECT
SYSTEM OF LEARNING EXPERIENCES
TIME LIMITS?
TIME - HAS TO BE A FINAL POINT
TIMING - SETTING STANDARDS
TO HAVE A STUDENT DEMONSTRATE AN ABILITY
TO HAVE A STUDENT PERFORM A PARTICULAR SKILL
TRAINING TO PRESCRIBED STANDARDS
TRAINING FOR SPECIFIC SKILL WITHIN OCCUPATIONAL AREA
TRAINING INDUSTRY CONTROLLED AREAS

CBT DEFINITIONS - COMMON WORDS cont.

TRAINING METHODOLOGY - UNIFORMITY OF STANDARDS, ON THE JOB, OFF THE JOB, MASTERING TASKS/KNOWLEDGE, SKILLS->IND. SET STANDARDS
TRAINING/LEARNING EXPERIENCES TO GAIN SKILLS
ULCERS

CBT - TEACHING and DELIVERY EFFECTS

26 HOUR DAY FOR TEACHERS
A NIGHTMARE TO GET MODULES
ABILITY TO USE RANGE OF MEDIA/LOCATIONS
ACCESS NEEDED TO MORE RESOURCES
ADDITIONAL STRAIN ON TEACHER, GOOD RECORD KEEPING IS ESSENTIAL
ASSESSMENT SATISFACTORY/UNSATISFACTORY
ASSESSMENT - SMALLER, MORE OFTEN
ASSESSMENT (A) INCREASED NUMBER (B) FREQUENCY OF TESTING (C) METHOD OF TESTING (D) INCREASE IN TEACHERS REQUIRED
ASSESSMENT/EVALUATION BECOMING OVERWHELMING
ATTENDANCE RATE INCREASED
BACKUP FOR THE STRUGGLER - TEACHER TIME NOT AVAILABLE TO REMEDIATE
BECOME A FACILITATOR - DIRECTOR RATHER THAN CONTROLLER
CATERS FOR DIFFERENT ABILITIES
CAUSED TECHNIQUE TO CHANGE - NO GUIDELINES UNDERSTANDING
CB ASSESSING - SELF-PACED MODE
CBT REQ. ADDIT. LEVELS OF COMP.ASSESS. STUDENTS' LOG BOOK (EMPLOYER CAN SEE WHICH STUDENTS ARE MORE COMPETENT - LESS ABSENTEEISM
CBT NEED NOT BE SELF PACED, BUT APPEARS TO BE MORE EFFICIENT WHEN COUPLED WITH IT i.e. CLEVER STUDENTS ARE NOT HELD BACK
CBT IN THE TRUE SENSE REQUIRED THAT STUDENTS BE TRAINED TO AN INDUSTRY STANDARD, NOT TO A MINIMUM OF 50%
CHALK & TALK MINIMISED TO 25%
CHANGES BECAUSE OF ELMS (THIS RELATES TO ASSESSMENT AREAS)
CLASS SETS (OR NUMBERS) + ESSENTIAL RESOURCES
CLASSROOM MANAGEMENT
CLEAR OUTCOMES
CML FOR TESTING AND WORKBOOK
CML FOR ASSESSMENT
COMPANIES FORECASTING STUDENTS ACCESSIBILITY THROUGH INDUSTRIES

CBT DEFINITIONS - TEACHING and DELIVERY EFFECTS cont.

COMPUTER LEARNING
COMPUTER UTILISATION
COMPUTER LITERACY REQUIRED BY TEACHERS
COMPUTER SKILLS ELMS - RESOURCES
COMPUTERS - CML - COMPUTER LITERACY
COMPUTERS - CAI/CAL - COMPUTER LITERACY
CONFUSION DUE TO LACK OF SPECIFICATION OF LEARNING OUTCOMES
CONFUSION, CONFLICT, INDIFFERENCE - ALL THEORETICAL AS WE HAVE NOT EXPERIENCED IT.
CONFUSION->DETRIMENTAL EFFECT ON TEACHING QUALITY
CONTENT NOT ALWAYS UNDERSTOOD
CORRECT ANSWER HAS BEEN READ RATHER THAN UNDERSTOOD.
FIND IT, WRITE IT, YOUR'RE RIGHT
COST TO REPEAT - TOO MUCH! -> HOW MANY TIMES CAN YOU CUT FILLETS
COST OF SUPPORTING EXTERNAL STUDENTS
COST OF MATERIALS TO GAIN COMPETENCY AND THEN PROVING COMPETENCY
CREATIVE WAYS OF CLASS BOND - INTERACTION
CURRICULUM - COMPETENCIES/MODULE DESCRIPTORS/STANDARDS MUST BE IDENTIFIED
DECREASE IN TEACHER ROLE
DEGRADES THE AMOUNT OF THEORY GIVEN FORMALLY
DELIVERY METHOD
DEMANDS ON MATERIAL ACCESS - MULTIPLICITY
DEPENDENCE ON RESOURCES GREATER KNOWLEDGE OF RESOURCES MATCHED TO TECHNIQUE & INDIVIDUAL.
DEPENDS ON THE DELIVERY MODE
DESIRE TO KEEP STUDENTS IN WORKSHOP LONGER
DEVELOP A VARIETY OF LEARNING METHODS i.e. OPEN ENTRY/EXIT, 'EXTRA' TUTORIALS, CYCLE OF PRESENTATIONS
DEVELOP 'TIGHT' GUIDELINES FOR TESTING
DEVELOP COMPREHENSIVE 'ORIENTATION' BEFORE STUDENT COMMENCES COURSE
DIFFERENCE BETWEEN INDUSTRY BASED DELIVERY AND EXTERNAL STUDENT USE?
DIFFERENCE TO THE PAST e.g. CES ACCESS PROGRAMS
DIFFERENT LEVELS OF LITERACY? (CERTAIN LITERACY AND NUMERACY PRE-REQUISITES)
DIFFERING IDEAS ON DELIVERY e.g. SELF PACED
DISCIPLINE REQUIRED OF ASSESSOR (SUBJECTIVITY?)
DISPERSED CLASS GROUPS
DON'T EXPAND TO THE 'INCIDENTAL LEARNING'

CBT DEFINITIONS - TEACHING and DELIVERY EFFECTS cont.

DREADFUL FORMULA TEACHING - NARROWING THE STYLE
DRIVEN TOWARD 'TUTORSHIP'
DYNAMIC/STIMULATING PROGRAM
ELMS COMP. LEARNING-TEACHERS INPUT INCREDIBLE BANK TO SUPPORT A PARTICULAR SUBJECT, LESSONS & PRACTICAL WORK ALL AREAS
EMPHASIS ON THE STUDENT
EMPHASIS ON STUDENT MOTIVATION
ENCOURAGED SELF-PACED LEARNING
ENCOURAGED TO LEARN THEMSELVES - SKILLS GIVEN TO ENABLE THIS
ENCOURAGER OF LEARNING RATHER THAN A DELIVERER
ENVIRONMENT RESULTS - TREES DESTROYED
EQUATED SELF PACED LEARNING - NOT THE CASE
EQUIPMENT FAILURE RATE AND PROVISION OF MAINTENANCE
ESSENTIAL LIBRARY RESOURCES LOCATED/AVAILABLE IN LOCAL UNIT AREAS
EVALUATION - LOOK AT ELMS? OR SIMILAR
EXPECT MUCH MORE FEED BACK STUDENT <-> TEACHER
EXPECTING STUDENT TO BE MORE LITERATE
EXPERIENCES (RPL)
EXPERIENTIAL LEARNING - WIDER SELECTION OF RESOURCES NEEDED - INTERACTIVE AUDIO/VISUAL AIDS-TEACHER BECOMES A FACILITATOR
EXTENSION EXERCISES
FACILITATION VS DICTATION
FACILITIES TO CHANGE IN WORKSHOP AREAS
FAST ACHIEVER - ADDITIONAL TASKS - HOLD WITH SLOW ACHIEVERS?
FLEXIBILITY OF SYSTEMS - HOW DO WE COPE
FLEXIBLE CLASSROOM GROUPS
FROM FACE-TO-CLASS TO FACILITATOR TO 1-TO-1, VARIOUS METHODS OF DELIVERY , REMEDIAL
FROM TEACHER TO VERSATILE TEACHER
GENERALLY NIL (MOST AREAS)
GET NATIONAL STANDARDS QUICKLY
GETTING STUDENTS TO LEARN FOR THEMSELVES
GO TO THE LIBRARY AND RESEARCH TOPICS
GRADING VS SUCCESSFUL/UNSUCCESSFUL
GREATER INTEGRATION BY STAFF ACROSS A NUMBER OF AREAS
GREATER USE OF TECHNOLOGY
GREATER RELIANCE ON PRINT MATERIALS AND RESEARCH SKILLS
GREATER NEED FOR LITERACY SKILL MASTERY

CBT DEFINITIONS - TEACHING and DELIVERY EFFECTS cont.

GREATER CO-OPERATION TO INDUSTRY - INDUSTRY IS A DRIVING FORCE - COLLEGE REACTS TO IND.
GREATER CLASS USE OF LIBRARY
GROUP DELIVERY OF LESSON & ASSESS. TEACHER/STUDENT GROUP REDUCED, MORE TEACHERS FOR ASSESSING COMPETENCY
HOW DO WE CATER FOR SKILLS REQUIRING TEAM WORK
HOW DO WE MAINTAIN THE REQUIREMENTS OF THE WORKPLACE, HEALTH & SAFETY ACT
HOW DO YOU TEST COMPETENCY
IDENTIFY AND RESPOND TO STUDENT TYPES
IF SELF-PACED ENORMOUS CHANGE POSSIBLE - RESOURCE IMPLICATIONS
IN RELATION TO TEACHER SKILLS/STUDENT ABILITY LEVELS - PROVIDE CONDUCIVE ENVIRONMENT
INCENTIVE FOR STUDENTS TO DO BETTER REMOVED
INCREASE IN MATERIALS TO STUDENTS
INCREASE IN COMMUNICATION SKILLS
INCREASE IN RECORD KEEPING AND PAPERWORK
INCREASED LENGTH OF CURRICULUM DELIVERY
INCREASED STRESS LOADS FOR DELIVERER
INDEPENDENT LEARNING
INDIVIDUALISED PROGRAMMED BASED ON RPL
INSTRUCTION STILL REQUIRED
INVOKE HELP OF OTHER TEACHERS TO ACHIEVE TEACHING TIMES PER STUDENT
KEEP MORE RESOURCES SO THAT INDIVIDUALS CAN PROGRESS OR PRACTICE AS NECESSARY
KEEP ON TRACK, FEW TANGENTS
KNOWLEDGE OF AVAILABLE RESOURCES
LACK OF SUBJECT CONTINUITY
LACK OF PEER TUTORING WITHIN THE GROUP
LACK OF INTERMODULE CONTINUITY - BACKGROUND
LACKING UNIFORMITY ACROSS COLLEGES TO ADVISE STUDENTS OF WHAT CBT IS AND HOW IF EFFECTS THEIR PROGRESS THROUGH COLLEGE
LARGER LOAD ON STUDENTS - THE 'GOOD' STUDENT WILL ALWAYS ACHIEVE
LEARNER FOCUS
LEARNING AT PACE OF LEARNER
LESSON PRESENTATION - SECTIONS ACCORDING TO COMPETENCY
LEVELS ARE NOT SAME AS CURRENT APPRENTICE STD.
LITERACY IMPLICATIONS
LITERACY A CRUCIAL SKILL - KNOWLEDGE TO PERFORM A SPECIFIC FUNCTION

CBT DEFINITIONS - TEACHING and DELIVERY EFFECTS cont.

LITERACY/NUMERACY SKILLS OF TEACHER TO BE DEVELOPED
LITERACY/NUMERACY SUPPORT
LITERACY - HOW DOES THIS IMPACT ON CBT - PARTICULARLY PRESENTATION
LITERACY AND NUMERACY STANDARDS DECLINED
LITERACY IMPLICATIONS
LITERACY
LITERATE LEARNER IS REQUIRED
LOCK/STEP THE THEORY THEN SELF PACED
LOSS OF MOTIVATION/INCENTIVE BY STUDENTS BECAUSE OF LOSS OF COMPETITION
LOSS OF STUDENT/TEACHER CONTACT
LTLTR REQUIRED
MANAGER OF CLASSROOM/STUDENTS
MARKING OF WORKBOOKS AND ASSESSMENT INCREASE IN TIME
MORE HOURS THAN THE MODULE TO MARK THE WORKBOOKS
MATERIALS GOOD/ACCURATE
MAY BE DIFFERENT LEVELS OF STUDENTS IN ONE CLASS - 1ST,2ND,3RD YEAR APPRENTICES ALL TOGETHER
MINIMUM OF TWO TEACHERS TO SUPERVISE CLASS
MODULES DETERMINING TEACHING METHOD
MORE RESOURCE TEACHERS REQUIRED - LITERACY LEVELS - TEACHERS MORE OBSERVANT
MORE SELF PACED LEARNING AND MODULES AND VARIETY OF LEARNING MODES
MORE RESOURCES BEING USED IN TEACHING e.g. A/V, COMPUTERS ETC
MORE EMPHASIS ON THE PRACTICAL AND ON SPECIFIC SKILLS RATHER THAN GENERAL THEORY
MORE TESTING
MORE PAPERWORK - LACK OF SECURITY IN TESTS
MORE DEMANDING IN WORKSHOP ON STAFF (VARY TRADE TO TRADE)
MORE LEARNER CENTRED
MORE ASSESSMENT INSTRUMENTS NEEDED
MORE ONE-ON-ONE DELIVERY
MORE INDIVIDUAL INSTRUCTION
MORE COOPERATION BETWEEN INDUSTRY AND TEACHING INSTITUTION FOR RECOGNITION OF PRIOR KNOWLEDGE
MORE INDIVIDUALISED
MORE RESOURCES WILL BE REQUIRED
MORE BASED ON WHAT A PERSON IS REQUIRED TO DO IN INDUSTRY
MORE STUDENT RESPONSIBILITY
MORE TUTORIALS

CBT DEFINITIONS - TEACHING and DELIVERY EFFECTS cont.

MORE SUPPORT STAFF REQ.
MORE PREPARATION/PAPERWORK
MOVE FROM PRACTICE - REINFORCEMENT - THEORY
MULTI SKILLING BY TEACHERS COMPETENT IN MORE THAN ONE TRADE AREA IN NBB.
NATIONAL CURRICULUM STANDARDS CHANGE FROM STATE TO STATE
NEED FOR ADEQUATE RESOURCES
NEED FOR MORE LIBRARY RESOURCES
NEED FOR INDUSTRY CONSULTATION RE EXPECTATIONS OF ON-THE-JOB TRAINING BACKUP
NEED FOR MASSIVE SUPPORT ASSISTANCE/ASSISTANTS
NEED TO DEVELOP SUPPORT RESOURCES e.g. SELF-PACED
NEED A VARIETY OF TESTS
NEED TO EXPEND YEARS ON THE JOB OR INPUTTING DATA TO QBANKS
NEED FOR FORMAL RECIPROCAL BORROWING
NEED NATIONAL COORDINATION FOR CREATING QBANKS
NIGHT TIME TUTORIALS
NO INTERACTION WITH TEACHER TO OTHER STUDENTS - SOCIALISATION OF STUDENT LEARNING
NO DIFFERENCE IN SOME AREAS (ELECTRICAL)
NO LIVE WORK
NO DRIVE TO PRODUCE STUDENTS AT THE EXCELLENCE LEVEL
NUMBER PROBLEMS IN PRACT. AREA WITH STUDENTS DROPPING IN AND OUT IN SELF-PACED MODES
OMISSION OF CARE AND TENDERNESS
ONE LEARNING GUIDE PER LEARNING OUTCOME. TUTOR GUIDE - ON SITE SUPERVISION - STUDENT WORKBOOK
OPEN TIME & PLACE
OPEN EXIT/ENTRY (NO TIME CONSTRAINTS TO ALLOW STUDENTS' DIFFERING LEARNING ABILITIES)
PEER TUTORING
PHYSICAL RESOURCES BASED ON COLLEGE DESIGN (SPACE)
PIECEMEAL TEACHING DRIVEN BY HOURLY QUOTA
PLACE TO FACILITATE REMEDIAL LEARNING REQUIRED
PLANNING - FORWARD FOR CLASSES
PRE-REQUISITES - LOCK STEPS - IMPLICATIONS
PRE-TEST TO CHECK KNOWLEDGE (LITERACY, NUMERACY, LIBRARY SKILLS)
PREPARATION IMPORTANT
PROBLEM OF LITERACY, NUMERACY AND TRANSFERABLE SKILLS
PROBLEMS WITH AMOUNT OF MARKING - e.g. 2 TEACHERS PER 14 FOR MARKING

CBT DEFINITIONS - TEACHING and DELIVERY EFFECTS cont.

PROBLEMS OF LEGISLATED TIMES FOR APPRENTICESHIPS AND COURSES WITH 'RECOMMENDED HOURS' FIXED TIME FRAME
PROBLEMS OF RPL
PROBLEMS WITH SLOWER LEARNERS
PROBLEMS ARE IN SELF PACING NOT CB
PROCESSES TO BE DEVISED TO COVER LEGISLATION GAPS
PROPOSED USE OF OPEN LEARNING CENTRE NETWORK?
QUIET ROOMS - INTEGRATED LEARNING
QUIET AREA NEXT TO WORKSHOPS
RATIFICATION HAS TO BE OBSERVED - RPL TEACHING STAFF
RECORD KEEPING ESP. TESTS & RETESTS (NOT NECESSARILY COMPUTER BASED-HARD COPIES REQUIRED)
RECURSIVE ANSWERING OF QUESTIONS
RELIANCE ON WRITTEN MATERIAL
RELIANCE OF STUDENT ACCEPTING RESPONSIBILITY - IS THIS OK - NEED FOR ROLE MODEL
REQUIRE CLASS/INDIVIDUAL MANAGEMENT SKILLS
REQUIRE INFRASTRUCTURE FOR STANDARDISATION OF TESTS ETC
REQUIREMENT TO REWRITE NBB02 TO QLD. STANDARDS
REQUIRES ADDITIONAL TRAINED SUPPORT STAFF
REQUIRES MEDIATION BY TEACHER AND COMPLETE KNOWLEDGE OF MODULE DESCRIPTORS AND INDIVIDUAL ABILITIES AND PRIOR LEARNING
RESEARCH SKILLS/STUDY SKILLS
RESEARCH MORE EXPLOITED
RESOURCE MANAGEMENT - MORE 'HANDS ON' APPROACH
RESOURCE-BASED
RESOURCES LOCATED AT CONVENIENT PLACE - TIME ON TASK FOR STUDENTS
RESOURCES TO BE OF INDUSTRY STANDARD AND TO HAVE BACK-UP
RESPONSIBILITY SHIFT FROM TEACHER TO LEARNER
RETENTION OF KNOWLEDGE NEEDS TO BE EXAMINED AND ASSESSED ON A LONG TIME LINE
REWARDS FOR KEEN STUDENTS
RICHMOND COLLEGE CASE STUDY SHOWED THAT STUDENT WORRIED RE ACCESS TO TEACHERS
RIGID VS FLEXIBLE (OPEN-ENTRY/OPEN-EXIT)
ROLE OF TRAINING INSTITUTIONS IN ASSESSMENT -> FLOW TO WORKPLACE COMPET.
ROLE OF TEACHER HAS CHANGED - TEACHER HAS BECOME MORE OF A FACILITATORY/RESOURCE PERSON AND ASSESSOR
ROLEPLAYS
RPL LEARNING INEVITABLE
SAFETY WORRIES

SEARCH FOR PROFESSIONAL DEVELOPMENT
SELF PACED LEARNING INEVITABLE
SELF PACING->MINI LESSONS/TUTORIALS THAN FACILITATE 'PROBLEMS'
SELF-PACED PACKAGES
SLOWED TEACHING DOWN - HAVE TO WAIT FOR SLOW ONES
SMALLER UNITS OF ASSESSMENT
SOLUTION? IDEA - SELL TAFE TO NATIONAL GOVT
SOME DIFFICULTY IN SUPERVISION OF LEVELS OF COMPETENCY DUE TO TIME CONSTRAINTS
STRATEGY BASED ON INDEPENDENT LEARNING
STRESS: TEACHER BECOMES INSTANT EXPERT, STUDENT PANIC AT GETTING ASSIGNMENTS DONE, MEETING DEADLINES
STUDENT CENTRED
STUDENT PANIC ON INITIAL ENCOUNTER
STUDENT RESPONSIBILITY FOR OWN LEARNING -> INDUCTION
STUDENT BECOMES RESPONSIBLE FOR OWN LEARNING, PACE, AGGRESSIVE IN LEARNING
STUDENT REVALUATION - SLOW DOWNS LEARNING PROCESS
STUDENT-CENTRED LEARNING
STUDENTS TO BE MORE RESPONSIBLE FOR OUTCOMES
STUDENTS USING LIBRARY RESOURCES THEMSELVES ALSO MORE
STUDENTS NEED BETTER LIBRARY SKILLS
SUPPOSED TO FACILITATE BUT ONLY AN EVALUATION
TAKING NOTE OF INDIVIDUAL DIFFERENCES - LIBRARY MATERIAL AND INSTRUCTION
TAKING NOTE OF INDIVIDUAL DIFFERENCES - MODULAR
TEACH STUDENTS HOW 'TO DO' CBT
TEACH USE WIDER RANGE TEACH.METHODS "MODULE BOOK" NOT ONLY TEACH. PROCESS, S/PACED LEARN,COMP.KNOWL, IMAGINATION/CREATIVITY NEEDED TEACHER/STUDENT RELATIONSHIP DECREASES
TEACHER AS FACILITATOR
TEACHER AS FACILITATOR AS WELL AS TEACHER
TEACHER AS A MANAGER RATHER AN DELIVERER OF THE PROGRAM
TEACHER TO TUTOR
TEACHER DESIGNER AND MANAGER OF CURRIC. RATHER THAN DELIVERER
TEACHER CENTRED TO STUDENT CENTRED
TEACHER MANAGER OF THE LEARNING PROCESS
TEACHER CENTRED->LEARNER CENTRED
TEACHER SKILLS - DIVERSIFIED AND INTENSIFIED
TEACHER IS NOW FACILITATOR
TEACHERS TO IMPROVE THEIR SKILLS

TEACHERS BECOME FACILITATORS
TEACHERS AS FACILITATORS/MANAGERS
TEACHING SKILLS NEED TO BE BROADER
TEACHING RESOURCES HAVE BECOME LEARNING RESOURCES
TEACHING THEORY THAT HAS TO DO WITH THE PRACTICAL
TEACHING TIMES PER STUDENT INCREASED DISPROPORTIONATELY (42 HOURS OF 40)
TEACHING - TEACHER AS FACILITATOR - ADMINISTRATOR
TEST OUT FACILITIES USED
TESTING CAN OCCUR AT DIFFERENT TIMES, CONSTANT EVALUATION
TESTING AUTHORITY OR TEACHING/LEARNING
THE 'SLOW' ACHIEVER - MOTIVATION WISE
THEORY LINK TO PRACTICE
THEORY AND PRACTICAL ARE MORE INTERTWINED
THREATENING TO SELF-CONFIDENCE OF TEACHERS BECAUSE OF DIFFERENT LEVELS OF ABILITY
TIGHTER OUTCOME SPECIFICATION ∴ REACH CRITERIA AND NOT EXPAND
TIME REQUIRED TO ACHIEVE COMPETENCE
TIME CONSTRAINTS DIRECTED TO COLLEGE FOR SET TIME e.g. APPRENTICES TRAINEES
TIME! TIME! TIME!
TIMETABLING AND $$$
TOO TIME CONSUMING TO GET ALL NECESSARY QUESTIONS ON ELMS
TRADITIONAL STRUCTURE - WHAT CHANGE
TRANSFER OF SKILLS
TREND TOWARDS SELF PACED
TUTORIAL ROLE OF THE TEACHER
TUTORIALS IN WORKSHOPS/LIBRARY/IES
UNCONVENTIAL TEACHING AND OUT OF STEP PROGRAMMING
UNCOUPLING TIME DEPENDENCE OF TRADITIONAL CLASSROOM TEACHING
USE OF SELF-PACED MODULES
USE OF TECHNOLOGY - CML/CAL
VARIETY OF TECHNIQUES
VERSATILITY
VISUAL AIDS, CASSETTES USED MORE OFTEN, POINTED TO FROM MODULES
WELL DESIGNED BUILDINGS/CAMPUS FOR CBT
WHY HAVE COLLEGES/TEACHERS WHEN GIVEN SELF-PACED - TEACHERS STILL NEEDED
WIDER RANGE OF ACTIVITIES
WORK STATIONS - LESS OF ONE TYPE

WORK AREA LAYOUTS

LIBRARY SERVICES DESIRED

"SURRENDER TO SECTIONS - MULTIPLE COPIES"
14 COPIES OF THE RESOURCE "NOW"
A SIMPLE REQUEST SYSTEM (A "WORKABLE TIMETABLE")
A/V TECHNICIAN/COMPUTER TECHNICIAN - TROUBLESHOOT
A/V NETWORK THROUGHOUT THE COLLEGE
ACCESS TO COMMON STATE INFO CENTRE i.e. TEST BANKS (ACCESS HARD COPY), SUBJECT INFO ETC
ACCESS TO LIBRARY AND STATE (WORK AREA) LINKS VIA STAFF ROOM
ACCESS ST ATE QUESTION BANKS VIA LIBRARY (e.g. ELMS ?BANK)(NMEC MODULES)
ACCESS TO EXTERNAL INFORMATION
ACCESS - LONGER OPENING HOURS WITH APPROPRIATELY QUALIFIED STAFF
ACCESS TO MODULE (ELECTRONICALLY) TEST OUT
ACCESS TO DATABASE - BIBLIOGRAPHIC REFERENCES ->FUNDING TO ACCESS ->TAFE♦TEQ ON AARNET
ACCESS TO STATEWIDE RESOURCES - COMPUTER RETRIEVAL -1. TAFE 2. THEN OTHERS
ACCESS TO ALTERNATIVE REC. TEXTS
ADDITIONAL RESOURCES REQUIRED
ADEQUATE SPACE AND MATERIALS IN LIBRARIES e.g. COMPUTERS, VIDEOS ETC
ALL RESOURCES NOT AVAILABLE - READ STRAIGHT FROM MODULE BOOKS
AN INTERACTIVE VIDEO FOR EACH STUDENT STATION
ARE WE IMPOSING TRADITIONAL ACADEMIC PERCEPTIONS ON A NON-ACADEMIC GROUP?
AREA SPECIFIC RESOURCE MANAGEMENT ADVISE
ASSIST IN THE TEACHING PROCESS (THE WHOLE PROCESS)
AT LEAST 8 HOURS OPENING 9.00AM-5.00PM + EVENING 5.00PM-9.00PM
AUDIO VISUAL EQUIPMENT
AUDIO VISUAL RESOURCES - TOO MANY UNCATALOGUED - NO RESOURCE PEOPLE IN CENTRAL OFFICE
AVAILABILITY AND ACCESS OF NEWSPAPER AND MAGAZINES
AVAILABILITY OF HOURS (IE UP TO 10.00PM AT NIGHT AND POSSIBLY WEEKENDS)
AWARENESS OF NEW TECHNOLOGY - CD-ROM MATERIALS

LIBRARY SERVICES DESIRED cont.

BIGGER LIBRARY->PHYSICAL SPACE->RESOURCES->MULTIPLE COP->A/V->HARDWARE->SOFTWARE
CBT WORKSHOP COLLECTIONS - MULTIPLE RESOURCES
CBT RESOURCE PACKAGES - LISTING OF WHATS AVAILABLE - STUDENT LEVEL, TEACHER LEVEL
CD ROMS (NEW TECHNOLOGY AND UTILISE EXISTING TECHNOLOGY)
CD ROM
CD ROM - FOR EFFECT USE NEED MULTIPLE ACCESS TO KEEP UP TO DATE WITH CURRENT INFORMATION
CENTRAL COMPUTER SYSTEMS - MEDUSA STYLE DOCUMENT IMAGING SYSTEMS
CENTRALISED TV PLAYED OUT TO CLASSROOMS BY CABLE. TECHNICIAN EMPLOYED TO DO THIS
CHANGE IN CULTURE
CLASS SET PROVISION - MANAGEMENT - FROM DAY 1
CLOSE LIAISON BETWEEN GROUPS
COLLECT WIDELY IN CD ROM AS APPROPRIATE TO SUBJECT AREA WHICH OPPOSES PURCHASE OF MULTIPLE TEXTS-MULTI
COLLEGE CURRICULUM DEVELOPMENT COMMITTEE CONSISTING OF RMC STAFF AND COLLEGE TEACHING STAFF
COMPUTER ACCESS
COMPUTER TERMINAL FOR LIBRARY - SUPPLIED OUTSIDE OF LIBRARY - INTO EACH SECTION
CONSTRUCTION IN RESEARCH - HOW TO DO & WHAT TO DO
CONSULTANCY REGARDING RESOURCES AVAILABLE FOR THE SUBJECT BEING ENCOUNTERED
COOPERATIVE LIBRARY STAFF (FLEXIBLE)
COPYRIGHT
CRITERION SPECIFIC RESOURCE, CONTENT SPECIFIC, SHORT, CONCISE VIDEO
DATABASE?? HOLDINGS, UNITS, MODULES, TO SAVE 'REINVENTING WHEEL'.
DECENTRALISATION
DECENTRALISATION OF RESOURCES
DEFINITELY A FORMAL RECIPROCAL BORROWING ARRANGEMENT BETWEEN QTAFE LIBRARIES
DEFINITELY MORE NETWORKING
DELIVERY OF RESOURCES TO STUDENTS
DELIVERY OF RESOURCES LISTED IN CURRICULUM
DELIVERY/AVAILABILITY OF THEORY PACKAGES
DELIVERY OF STUDENTS TO RESOURCES
DEPARTMENTAL LIBRARIES?
DEVELOP CBT AREA - RESOURCES, COMPUTERS FOR ELMS TESTING etc. CAN BE USED 'OUT OF HOURS'

LIBRARY SERVICES DESIRED cont.

DEVELOP RESOURCE PACKAGES (NATIONALLY)
DIAL-IN ACCESS TO COMPUTER MODULES
DISPERSAL OF COLLECTION
DISPERSED, NETWORKED RESOURCE CENTRES WITH EQUIPMENT
DISPERSED COLLECTIONS IN WORKSHOP/CLASSROOM
DOCUMENT DELIVERY TO THE HOME-COMPUTER
DOCUMENT DELIVERY SYSTEM
DYNAMIC
EASY ACCESSIBILITY - CATALOGUED
EDUCATION PROCESS FOR TEACHERS AND STUDENTS ON HOW TO USE
ELECTRONIC WHITEBOARD
ELECTRONIC DATA DELIVERY
EVALUATION OF RESOURCE TO BE ACQUIRED COOP. LIBRARY AND TEACHER
EXTEND CML/ELMS TO LIMIT ADMIN DUTIES OF TEACHERS
EXTENDING LIBRARY NETWORK INTO THE WORKSHOPS AND STAFFING THESE
EXTENSION IN SUBJECT AREAS - MATHS, COMMUNICATION
EXTENSION RESOURCES - READING MATERIAL
EXTENSION MATERIALS FOR QUICKER STUDENTS, VARIETY IN RESOURCES
EXTRA FACILITIES NEEDED
EXTRA LIBRARY PERSONNEL TO HELP IN THE COMPILATION OF TEXTS
FAST ON CALL DELIVERY OF RESOURCES
FLEXIBLE HOURS M-F 8.00AM-9.00PM SAT (MORNING/AFTERNOON)
FORMALISATION/ACCOUNTABLE CLEAR DISTRIBUTION SYSTEM
FORMAL LIBRARY INVOLVEMENT IN CURRICULUM
FUNDING
GREATER ACCESS TO RMC RESOURCES BY STUDENTS
GREATER ACCESS TO TEACHER RESOURCE MATERIALS FOR THE TEACHERS DEVELOP. AS A TEACHER (AARNET, JCU, USQ, GU, S AUST)
GREATER INVOLVEMENT IN THE LEARNING PROCESS BY RMC STAFF, LESS IN THE ACTUAL MONITORING OF RESOURCES
GROUP WORK IN LIBRARY WHICH WILL NECESSARILY BE NOISY (NOT POSSIBLE AT PRESENT)
HAVE "WORKSHOP" COLLECTIONS PROVIDED WHERE TEACHING TAKES PLACE (ON REQUEST)
HOUSING OF RESOURCES -> WHERE?
HUMAN RESOURCES - LIBRARIANS
HYPERMEDIA - CD-ROM, ELECTRONIC DOCUMENT DELIVERY
IDENTIFICATION OF RESOURCES AVAILABLE
IDENTIFICATION AND DELIVERY OF RESOURCES - MODULE SPECIFIC

LIBRARY SERVICES DESIRED cont.

IDENTIFYING NEW RESOURCES AND APPROPRIATE LIBRARIAN ON CURRICULUM DEV.
ILL
ILL - BOOKS, DATA PACKAGES (ELMS BANK)
IMMEDIATE ORDERING SERVICE
IMPROVED REFERENCE AND RESEARCH SERVICES IN THE INITIAL WRITING AND DEVELOPMENT STAGE OF CBT
INCREASED ACCESS - TO LIBRARY, TO RESOURCES
INDUSTRY VIDEO i.e. WHAT THEY ACTUALLY DO SHOW
INDUSTRY TRAINING CENTRES
INFO SEARCH <SEARCHING DATA BASES FOR RELEVANT
INFORMATION + MORE RESOURCES, MORE TERMINALS
INFORM STUDENTS HOW TO MANAGE THEIR OWN LEARNING e.g. LOCATE INFO, EXTRACT, ORGANISE, PRESENT
INFORMATION USAGE SKILLS - COOPERATIVE LINKAGE/LIAISON
INFORMATION LITERACY (TO OVERCOME THE 'CORE COMPETENCY READINGS' SYNDROME)IE THESE BOOKS/VIDEOS CONTAIN THE INFORMATION YOU NEED
INFORMATION NETWORK AND DELIVERY IN A NATIONAL SENSE
INFORMATION SKILLS, MANAGEMENT AND USE OF INFORMATION INITIALLY FOR LOWER LEVEL/BASIC CLASS SETS
INNOVATE! MOTIVATE! EDUCATE!
INSPECTION RESOURCES
INSTRUCTIONAL DESIGN CENTRE AS PART LIBRARY
INVOLVEMENT IN CURRICULUM DEVELOPMENT
KEEP AT CUTTING EDGE!!
KEEPING TEACHERS UP TO DATE WITH LATEST TECHNOLOGIES - AWARENESS SERVICE
KNOWLEDGE OF COLLECTION/OTHER RESOURCES
KNOWLEDGE OF CRITERIA USED BY TEACHERS
KNOWLEDGEABLE/SKILLED - LIBRARIAN - REFERENCE QUERIES
LIAISON WITH TEACHING STAFF - USAGE INCREASED 50%
LIBRARIANS/TEACHING STAFF TO WORK TOGETHER
LIBRARY IS A PARTICIPANT WITHIN CBT
LIBRARY TO HOLD BROADER RANGE OF RESOURCES: AUDIO - VIDEO - PRINT (SELF PACED MATERIAL)
LIBRARY HOURS EXTENSION 7.30am-9.00pm
LIBRARY RESOURCES IN LOCAL UNIT AREA
LIBRARY 'WAREHOUSE' - RESOURCE SHARING
LIBRARY STAFF TO ADVISE FOR RECENT RESOURCES - MEMO'S
LIBRARY ORIENTATION
LIBRARY STAFF AS FACILITATOR TO RESOURCES
LIBRARY INSTRUCTION PROGRAMS - RESEARCH SKILLS
LIBRARY NEEDS TO BE ACCESSIBLE

LIBRARY SERVICES DESIRED cont.

LIBRARY CONTROL OF COMPUTER SOFTWARE - FAR TOO AD HOC AT MOMENT
LINK TO VIDEO PRODUCTION (HIGHLY STRUCTURED), INPUT ON TOPICS, EXPLICIT TO THE MODULE
LONGER LIBRARY HOURS
MANAGE PACKAGES
MANAGEMENT AND QUALITY CONTROL OF COMPUTER DELIVERED RESOURCES
MATCHING OF RESOURCES WITH ABILITY LEVELS
MATERIAL FOR LITERACY - SELF PACED - BACKUP - TEACHING SUPPORT
MATERIALS - CHANGE/AMOUNT/ACQUIRING
MEDIA COVERS ALL ASPECTS CBT
MOBILITY OF RESOURCES
MODEMS - MULTIPLE USE URGENT FOR TEACHERS TO KEEP RELEVANT
MODULE RESOURCE SUPPLIERS
MONEY
MONEY! MONEY! AND MONEY!
MORE HOURS AVAILABLE IN RMC FOR STUDENTS
MORE INTEREST FOR STUDENTS IF LIBRARY MATERIALS ARE IN THE WORKSHOP NOT IN BORING LIBRARY ENVIRONMENT
MORE LIBRARY STAFF
MORE SPACE IN THE LIBRARY FOR STUDENTS TO WORK
MORE MONEY FOR MORE RESOURCES
MORE AREA FOR PRIVATE RESEARCH
MORE TRAINED LIBRARY FOR REFERENCE AND WORK AND COLLECTION DEVELOPMENT
MORE TEACHING/LEARNING RESOURCES CURRENT UP TO DATE
MORE RESOURCES
MORE RMC STAFF NEEDED
MORE CODES - SECURITY OF CODES - SYSTEM THAT REPLACE THE QUICKLY
MORE INSTRUCTION TRAINING IN LIBRARY USER EDUCATION
MORE AUDIO-VISUAL MATERIAL
MORE BOOKS AND MATERIALS, MULTIPLE COPIES IN DIFFERENT SUBJECTS
MULTI COPIES AND AT MULTI LEVELS
MULTICOPIES OF RESOURCES
MULTIPLE COPIES
MULTIPLE TERMINALS
MULTIPLE COPIES OF SOME RESOURCES
MULTIPLE COPIES (CALCULATED RISKS WITH SMALL NUMBERS)

LIBRARY SERVICES DESIRED cont.

NEED FOR TEACHERS TO KEEP UP TO DATE WITH WHAT NEW MATERIAL IS AVAILABLE
NETWORKED CML - COMPUTER TECHNICIAN
NEW TECHNOLOGY
NO SUPERVISORY ROLE (DON'T DIRECTION OF ATTENTION) - EXPECTATIONS GIVEN BY TEACHER
OHP'S + KEYBOARD TIE UP IN S.VGA
OHT EQUIPMENT (1 UNIT PER SECTION)
ON DEMAND ELECTRONIC DELIVERY OF INFORMATION TO CLASSROOMS/WORKSHOPS
ONGOING PROFESSIONAL DEVELOPMENT OF STAFF ON NEW EQUIPMENT AND TECHNOLOGY
OPENING HOURS
ORGANISATION OF MATERIALS
OVER POPULATION OF FACILITIES
PACKAGES - LEARNING RESOURCES - BULK SHORT TERM LOANS
PART OF A NETWORK
PERIODICALS USEFUL
PHOTOCOPY
PHOTOCOPYING EQUIPMENT (FULL COLOUR AND PAL SYSTEM)
PHYSICAL SPACE FOR INDEPENDENT RESEARCH
PORTABLE A/V HARDWARE
POSITION OF FACILITY
PREVIEW OF RESOURCES
PROACTIVE-SECTION MTGS HELD IN LIBRARY-LIBRARY STAFF ON HAND
PRODUCTION CENTRE TO ASSIST IN DESIGNING AND PRODUCTION OF MEDIA
PROFESSIONAL DEVELOPMENT - LIBRARIES / TEACHERS
PROMOTION OF LIBRARY
PROVIDES LONG TERM/TIME ACCESS
PUBLICATION OF TEXTS WRITTEN BY INDIVIDUAL SECTIONS IN CBT
PURCHASING OF RESOURCES - FUND RESTRAINTS
PURPOSE BUILT FACILITY
QUICK RESPONSE TO STUDENTS - SELF PACED
RECOMMEND RESOURCES DIFFICULT TO ACQUIRE
RESEARCH SKILL DEVELOPMENT
RESEARCH SKILL ACQUISITION MODULE
RESEARCH UP TO DATE LEGISLATION, STANDARDS
RESERVE COLLECTION
RESOURCE LISTS WITHIN SECTIONS
RESOURCE DEVELOPMENT UNIT
RESOURCES NOT SUITABLE AS NOT MADE FOR COMPETENCIES

LIBRARY SERVICES DESIRED cont.

RATHER GENERAL e.g. LANCES VIDEOS -> RECOM. TO PRODUCE AUST. RESOURCES ON SITE SPECIFIC TO TASK i.e. SLIDES, VIDEOS, GRAPHICS DISK
RESOURCES AVAILABLE IN TEACHING AREAS INCL. COMPS A/V
RESOURCES MATCHED TO LITERACY LEVEL OF COURSE e.g. VIDE + SYSTEM
SATELLITE LIBRARIES INTO CLASSROOM
SECTIONAL LIBRARIES - SATELLITES - WORKING SPACE
SECTIONAL LIBRARIES
SELF PACED RESOURCES - WHERE APPROP
SET UP OF 'STUDY CENTRES' IN WORKSHOPS
SET OF TEXT BOOKS
SHARING WITH OTHER COLLEGES OUT OF THE QUESTION
SHARING OF RESOURCES
SHIFTING RESOURCES FROM PLACE TO PLACE - REGIONAL
SMALL & SEMI PRIVATE/PRIVATE WORK AREAS
SOME RESOURCE RECOMMENDATION IN CBT MANUALS ARE DATED
SPACE FOR STORAGE
SPACE TO WORK AND ACCESS TIMES
STAFF DEVELOPMENT
STAFF AVAILABLE TO WORK OUTSIDE LIBRARY
STAFF TO LOCATE RESOURCES OUTSIDE COLLEGE
STAFF TO ASSIST WITH USE OF MATERIALS
STAFF TO ASSIST LIBRARIANS - (RE OLD STOCK)
STAFF LET LIBRARY KNOW OF CHANGES IN CURRICULUMS etc. - ALSO LET LIBRARY KNOW OF ASSIGNMENTS SET
STAFF LEARN WHATS IN LIBRARY
STAFFING LEVELS - SPECIALISATION IN SPECIFIC LEVELS
STUDENT ACCESS TO PHYSICAL RESOURCES e.g. VCR'S
SUBJECT SPECIFIC COLLECTION IN RELATED LEARNING AREAS
SUBSCRIBING TO MAGAZINES RATHER THAN BOOKS IN FAST DATING SUBJECTS
SUFFICIENT REFERENCE MATERIAL
SUFFICIENT RESOURCES
SUPPLIERS PRODUCTS - TRADE DISPLAY AREAS - RESOURCES
TAFE/SEC RESOURCING
TEACHER LIAISON LIBRARIAN
TEACHING RESEARCH SKILLS - INFORMALLY - FORMAL PROGRAMME
TEAM OF VERY COMPETENT, WELL TRAINED STAFF TO SELECT MAINTAIN AND KEEP UP TO DATE THE LIBRARY (BKS, HWARE, SWARE, CURR, MATERIALS)
TEAM MUST BE COMPUTER LITERATE TECHNICIANS TO MONITOR STUDENT FLOW AND PROGRESS AND DEAL WITH SWARE etc. PROBLEMS

LIBRARY SERVICES DESIRED cont.

TECHNOLOGY RESOURCE CENTRES
TECHNOLOGY e.g.. E-MAIL FOR STUDENT SUPPORT - ELECTRONIC DOCUMENT DELIVERY - PERHAPS THROUGH OPEN LEARNING CENTRES, QTAFE LIBRARIES
TELEVISION STUDIO AND EDITING AND DUBBING EQUIPMENT
TERMINALS IN LOCAL AREA - S/W'SHOPS
TESTS PUT INTO PIGEON HOLES FOR TEACHERS TO COLLECT - BENEFITS: SECURITY, ACCESS. DISADV: COST, COMPUTER TECH REQD
'HOGGING' COMPUTER
TRAINED PERSON TO PRODUCE RESOURCES - QUALITY
U-MATIC TAPES TO VHS (UPGRADE TO EQPT)
UNLIMITED ACCESS - SAFETY/SECURITY IN WORKSHOPS
UP TO DATE AUDIO/VISUAL EQUIPMENT AND STAFF TO MAKE RESOURCES AT INDIVIDUAL COLLEGES
UP TO DATE + MULTIPLE COPIES NEEDED
UP TO DATEDNESS OF RESOURCES
USER SERVICE - STUDENT ASSIGNMENT SHEETS
USER EDUCATION BY LIBRARIANS - A WELCOMING TOUR TO MATERIALS AND FACILITIES
VERSATILE - KNOWLEDGE ACROSS ALL AREAS, BROAD - 3 OR 4
STAFF WITH SUBJECT AREA EXPERTISE
VIDEO VIEWING
VIDEO LIBRARY SEPARATE FROM GENERAL COLLECTION
VIDEO AND EDITING FACILITIES
VIDEO/COMPUTING ROOM - RESOURCE CENTRE MANAGED BY ED ASSISTANT?, LIBRARY TECHNICIAN? 2 PEOPLE REQ'D 8.00AM-10.00PM
VIDEO VIEWING AREA
VIDEO EQUIPMENT FOR EACH AREA
VIDEO VIEWING ROOM
WANT RESOURCES NOW
WANT A RMC NOT A LIBRARY
WELL VERSED LIBRARIAN AWARE OF AVAILABLE MATERIALS
WORK AREAS SUITABLE FOR THE PROGRAMS
WORK AND SMALL GROUPS, 1-1, LARGE GROUPS

POSITIVE LIBRARY FORCES SUPPORTING DELIVERY

ABILITY TO ACQUIRE CURRENT HOLDINGS
ACCESS TO INTER LIBRARY LOANS
ADEQUATE RESOURCES - BUT COULD BE EXPANDED
ASSIST STUDENTS TO ACCESS MATERIALS
ASSISTANCE WITH COPYRIGHT PROBLEMS
AWARENESS OF COSTING AND PROBLEMS - C

POSITIVE LIBRARY FORCES SUPPORTING DELIVERY cont.

BEST DONE WITH LIMITED SPACE
BIBLIOGRAPHIC PREPARATION
BUYING NECESSARY RESOURCES TO SUPPORT CBT DELIVERY
CATALOGUES BEING PROVIDED BY LIBRARY STAFF TO INFORM STAFF OF WHAT IS AVAILABLE
CENTRAL AS WELL AS SECTIONAL RESOURCES AVAILABLE
CENTRAL STORAGE OF CBT MATERIALS
CIRCULATION OF NEW MATERIALS LIST
CLASS SET OF IR MATERIAL
CLASS SETS
CLASS SETS IN LIBRARY ON RESTRICTED LOAN
COMMUNICATION - ALL IN TOGETHER
COMMUNICATIONS - NETWORKING - ATTENDANCE STAFF MEETINGS/COLLEGE COMMITTEE MEETINGS
COMPILATION OF SPECIFIC RESOURCE LIST S
COMPUTER OPERATIVE
COMPUTERISED LIBRARY CATALOGUING SYSTEM
COMPUTERISED LIBRARY CATALOGUE
COMPUTERS FOR ASSIGNMENTS
CONSULTATION RE PURCHASES
CONSULTATION ON RESOURCE SELECTION
COOPERATION, SUPPORT, COMMUNICATION BETWEEN LIBRARY AND TEACHING STAFF - C
COOPERATION LIBRARY STAFF - COMPETENT
COOPERATION OF STAFF IN PROVISION/DEVELOPMENT OF RESOURCES
COORDINATION OF RESOURCE PRODUCTION
CURRENT AWARENESS
ENCOURAGEMENT TO USE LIBRARIES
EVERY EFFORT IS MADE TO PROCURE MATERIALS TO SUPPORT DELIVERY OF CBT CURRICULA
EVERYTHING IN LIMITED FORM
EXCEL. PHYSICAL FACILITIES e.g. STUDY AREAS VIDEO PRODUCTION ETC
EXCELLENT SERVICE INTER-LIBRARY LOANS
EXPANSION OF REFERENCE A&I TAX
EXPERT KNOWLEDGE OF LIBRARIAN
EXTENDED HOURS - 8.00AM - 8.00PM
EXTENDED HOURS-SATURDAYS AND EVENINGS
EXTENSION OF HOURS OF OPENING
FACILITIES FOR SEMINARS ETC
FLEXIBILITY OF LIBRARY POLICY - C
FLEXIBLE LOAN ARRANGEMENTS - SATELLITE LIBRARIES
FLEXIBLE LOAN PROCEDURES

POSITIVE LIBRARY FORCES SUPPORTING DELIVERY cont.

FRIENDLY STAFF WITH 'SENSE OF HUMOUR'
FRIENDLY ATMOSPHERE
GET WHAT WE ASK FOR
GOOD BALANCE OF MATERIAL ACROSS CURRICULUM AREAS
HELPFUL/RESPONSIVE STAFF
HUMAN RESOURCES - WILLINGNESS OF STAFF - COMMITMENT - DEDICATED
ILL - DIAL UP ACCESS TO URICA
IMPROVED COLLECTION
INDIVIDUAL VIDEO VIEWING IN LIBRARY
INFORMATION DISSEMINATED ON NEW RESOURCES
INFORMATION BACK UP TO RESOURCES IN BOOKLET
INTEGRATION BETWEEN TEACHING AND LIBRARY STAFF IN PROGRAMS
INTER-LIBRARY LOAN (INTER COLLEGE)
INTER-LIBRARY LOANS THROUGHOUT AUSTRALIA
INTER-LIBRARY LOANS EXCELLENT FOR CBT
INTEREST SHOWN BY LIBRARY STAFF IN THE SUBJECT OF CBT ITSELF
INTERPERSONAL RELATIONSHIPS DEVELOPED
INTERPERSONAL RELATIONSHIP BETWEEN TEACHERS AND LIBRARY STAFF - LIAISON RE RESOURCES REQUIRED
INTRODUCTION OF NEW TECHNOLOGIES - TRAINING STUDENTS IN CD ROM & ON-LINE SEARCHING
JOURNAL CONTENTS PAGE
JUDY HUMPHREYS (ACCORDING TO CHRIS)
JUST SUFFICIENT ROOM
KEEP LIBRARIANS INFORMED OF DEVELOPMENTS
LIAISON (COMMUNICATION WITH DEPARTMENTS)
LIBRARIAN THATS AWARE OF THE PROGRAM(S)
LIBRARY INSTRUCTION SESSIONS-COULD BE INCREASED/EXTENDED
LIBRARY STAFF PERSONALITY A BIG PLUS
LIBRARY STAFF ARE FRIENDLY HELPFUL TO AID STAFF/STUDENTS TO FIND RESOURCES
LIBRARY UPDATE OF NEW RESOURCES
LIBRARY STAFF NEEDED TO TEACH LIBRARY SKILLS
LIBRARY STAFF ARE PROACTIVE - THEY PUSH TEACHERS TO ORDER RESOURCES AND LET THEM KNOW WHEN AVAILABLE
LIBRARY AWARENESS FOR ALL NEW STUDENTS
LIBRARY INVOLVEMENT IN VIDEO RESOURCES DUBBING
LIBRARY STAFF RESPONSIVE TO TEACHERS NEEDS
LIBRARY INVOLVEMENT IN DEVELOPMENT OF CBT MATERIALS
LIBRARY IS COOPERATIVE, PROACTIVE, HELPFUL, FRIENDLY TO STUDENTS

POSITIVE LIBRARY FORCES SUPPORTING DELIVERY cont.

LIBRARY STAFF OPEN AND SUPPORTIVE TO STAFF IN ALL ENDEAVOURS
LIBRARY IS NOW COMPUTERISED
LIMITED COMPUTER FACILITIES FOR EXAMS
LOAN LENGTHS
LONG FLEXIBLE OPENING HOURS
MAGAZINES
MAKES STUDENTS COMFORTABLE
MONTHLY UPDATE OF RESOURCES
MONTHLY NEW ACQUISITIONS CIRCULAR
NETWORK RESOURCES
NEW ACQ'NS LIST PROVISION
NEW PURCHASES DONE PROMPTLY (DEPENDING ON FUNDING)
NEW ACQUISITION LISTING
OFFERING DIFFERENT RESEARCH SKILLS TO DIFFERENT USERS AT DIFFERENT TIMES
ON-LINE SEARCHES
OPAC (FRIENDLY COMPUTER TERMINAL)
ORIENTATION
ORIENTATION/ENROLMENT
OVERWORKED STAFF - BANDAID TECHNIQUE
PART SYSTEM FOR MODULES DELIVERY TO LIBRARY - LIBRARIES COPIES PRINT MASTER
PART OF THE LEARNING DEV. MATERIALS TEAM
PERSONALITY - INTERPERSONAL RELATIONSHIPS
PLACEMENT OF SPECIFIC CBT RESOURCES IN TEACHING AREAS UNDER SECURE CONDITIONS
POSITIVE APPROACH OF STAFF TO NEW DEVELOPMENTS
POSITIVE ATTITUDE OF LIBRARY STAFF
POSITIVE ATTITUDE
PRESENCE OF CURRENT LIBRARIAN
PRIVATE STUDY CARRELS, BOOTHS
PROACTIVE STAFF
PRODUCTION OF LOCAL RESOURCES (VIDEOS CASSETTES)
PROFESSIONALISM
PROGRAMS ON CD-ROM AVAILABLE AND CURRENT
PROMOTION OF NEW ARRIVALS (AWARENESS)
PROMPT RESPONSE TO INFORMATION REQUESTS
PROMPT INTER-COLLEGE LOANS
PROVIDE PREVIEW OF BOOKS/VIDEO
PROVISION OF SECTIONAL RESOURCES
PROVISION OF CATALOGUE FOR ARRIVAL OF CBT RESOURCE PACKAGES
PUBLICATION LISTS OF ACQUISITIONS EXCELLENT FOR CBT

POSITIVE LIBRARY FORCES SUPPORTING DELIVERY cont.

QDEC MATERIAL DEVELOPMENT - S
QUICK DELIVERY OF RESOURCES
READER EDUCATION
READER EDUCATION
REARRANGEMENT OF FACILITIES - VISUAL/ACOUSTICS
RECORD OF BOOK LOANS
REGULAR NEW MATERIALS LISTS
REMINDER NOTICES OF OVERDUE BOOKS
RESEARCH SKILL DEVELOPMENT SESSIONS
RESEARCH SKILLS (DATABASE, CD ROM)
RESEARCH, READING AND VIDEO MATERIALS
RESEARCH SKILLS TOURS AND ORIENTATION (NEED TO EXPAND)
RESOURCE EXPANSION ->CD ROM ->MODEM ->VIDEOS
RESOURCE ROOM - LIB/DISTRIBUTION OF COLLECTION
RESOURCE ACCESS FOR SECONDARY SCHOOLS (COOPERATIVE PROGRAM)
RESOURCE ACQUISITION
RESPONSIVE SERVICE TO NEEDS
RMC SUPPLIES
ROUTING OF NEW ACQUISITIONS
RUNNING THROUGH CATALOGUES - READER EDUCATION
RUNNING OF ORIENTATION
SATELLITE COLLECTIONS - TOWNS - DISPERSED
SEPARATE COLLECTIONS WHERE APPROPRIATE e.g. AUTO
SINGLE LOCATION OF MODULES - C
SOURCING AND RESOURCING
SPEED OF INTER-LIBRARY LOANS
STAFF WILLING TO PARTICIPATE
STAFF
STUDENT ACCESS TO COMPUTERS
STUDENTS COME TO LIBRARY TO USE RESOURCES INDEPENDENTLY - FROM COS, M/F, F/T, HUS, CAT.
TAUGHT NBB01 - ELEMENTS OF INDIVIDUALISED INSTRUCTION
TEACHER COMMITMENT - C
TEACHER'S INPUT INTO ACQUISITION OF MATERIALS
TEACHERS ARE ENCOURAGED TO 'ASK' WHAT IS AVAILABLE IN THE LIBRARY AND IF NOT AVAILABLE EVERY EFFORT IS MADE TO PROCURE
TEACHERS SEE LIBRARY AS SUPPORTIVE - INFORMAL NETWORK
TEACHERS ASSIST LIBRARY STAFF - SUPERVISION NEW MATERIALS
TEACHING OF INFO SKILLS
TEACHING/EDUCATION BACKGROUND/WILLINGNESS TO OBTAIN KNOWLEDGE AND UNDERSTANDING OF EDUCATION ISSUES
TEACHING STAFF INVOLVEMENT IN RESOURCING

POSITIVE LIBRARY FORCES SUPPORTING DELIVERY cont.

TECHNOLOGY ACCESS
TLNC MUST STAY - RESOURCE LISTINGS - ADVOCATE LIBRARY SERVICES - IN-SERVICE/TRAINING
TOP LIBRARIAN
VARIETY OF AUDIO/VIDEO FACILITIES - RESTRICTED BY BUDGET
VARIETY OF RESOURCE MEDIA
VHS VIDEO COLLECTION - SUBJECT SPECIFIC
VOLUNTARY TEACHING - INFORMAL TUTORIALS

BLOCKS TO THE PROVISION OF LIBRARY SERVICES

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$$$ - LACK OF FINANCIAL/SUPPORT - REALISTIC BUDGET
2 YEARS - TEACH MODULE TWICE BEFORE GRASPING RESOURCE NEEDS
2 WEEKS TO 'GET INTO' CBT
8.30AM START FOR LIBRARY TOO LATE
ACCESS TO NATIONAL/INTERNATIONAL DATABASE OF CBT RESOURCES
ACCESS TO INFORMATION RE PILOT COURSES IN CBT, NEEDS ANALYSIS RESOURCE LISTS
ACCESSIBILITY - QUICKER, EASIER ACCESS BY USERS
ACCOMMODATION
ADOPTION OF (NSW) RESOURCES IN THEIR ENTIRETY
AIR CONDITIONING NEED RECOMMISSIONING
ATTITUDINAL FORCES OF STUDENTS AND TEACHERS TOWARDS CBT
AUSTRALIAN STANDARDS - DOWN LOAD COPIES?
AWARDS RE: 24 HRS A DAY FOR LIBRARY STAFF
BACK UP SERVICES ON A/V EQUIP
BEGINNING TEACHERS NOT TAUGHT HOW TO USE LIBRARY EFFECTIVELY WITH STUDENTS
BUDGET - ∵ OF LIMIT RELY ON ILL
BUILDING/COLLEGE LAYOUTS
BUILDING DESIGN
BUILDING STYLE NEED FOR SUB LIBRARIES - 'QUIET' AREA IN WORKSHOPS, PEER TUTORING
CAMPUS: DESIGN - ISOLATION
CBT: WHAT'S HAPPENING, WHEN AND WHERE
CENTRAL COLLECTIONS
CERTAIN TENSION BETWEEN COLLEGES AND TLN e.g. CATALOGUING, SPEED OF RESOURCES
CHANCES TO CONTRIBUTE

BLOCKS TO THE PROVISION OF LIBRARY SERVICES cont.

CLASSROOMS ATTACHED TO LIBRARY FOR GROUP TEACHING WITH RESOURCES
CLEARER/SPECIFIC BUDGET GUIDELINES
COLLECTION - ALL FORMATS
COLLEGE ACCOUNTING SYSTEMS
COLLEGE HASN'T ADDRESSED CBT ISSUES AS WHOLE
COLLEGE BASED MODULE DEV
COLLEGE/DEPT. MANAGEMENT/MISSION e.g. PERCEPTION OF LIBRARY AS REVENUE USER NOT GENERATOR
COMMUNICATION - TEACHERS NOT INVOLVED IN DECISION MAKING
COMMUNICATIONS
CONGESTED LIBRARY AREA
CONSISTENCY - TO DEVELOP AS IN STRATEGIC PLAN (WHICH ALLOWS FOR CHANGE)
CONSISTENT DIRECTION
CONTENT KNOWLEDGE OF TEACHERS
COPYRIGHT?
COST OF CAPITAL WORKS
CROSS-CURRICULUM COOPERATION
CUMBERSOME IMPLEMENTATION OF CURRICULUM
CURRICULUM CITATION OF A SPECIFIC RESOURCES
DELIVERY OF MODULES TO COLLEGES IN TIME AND PRINT MASTERS - TERRIBLE MESS
DEPT/COLLEGE COMMUNICATION NOT ADEQUATE
DOESN'T SEEM TO BE ANY PLANNING
DOG-IN-THE-MANAGER ATTITUDE TOWARDS CURRICULUM MATERIALS
DUPLICATION OF RESOURCES
EASE OF ACCESS - LIBRARY <->WORKSHOPS
ENORMOUS COURSE RANGE: INABILITY TO CONCENTRATE/FOCUS
EQUIPMENT - FACETS OF HARDWARE
EQUIPMENT: ->UP TO DATE - VCR'S, MONITORS, SLIDE PROJECTORS, COMPUTERS
FACILITY->COMPUTING - CATALOGUE, WP, CML-ACCESS TO RESOURCES, SUPERVISED, COMFORT
FACILITY->OPEN SPACES - GROUP, CLASS, SOUND, INDIVIDUAL
FAILURE TO BE FLEXIBLE IN BUILDING AND PLANNING
FEED BACK FROM TEACHING STAFF RE ADEQUACY OF RESOURCES
FEEDBACK CYCLE REQUIRED
FUNDING - STAFF AND RESOURCE CONSTRAINTS
FUNDING, STAFFING, OPENING
FUNDING FOR EMERGENCIES!
GAPS IN INFORMATION CHANNELS

BLOCKS TO THE PROVISION OF LIBRARY SERVICES cont.

HAVING SUFFICIENT LIBRARY STAFF AND SPACE TO ACCOMMODATE CBT
HOURS OF OPENING - INCREASE
HOUSING RESC IN TEACHERS WHO MANAGES
HUNT - INTERSTATE INFORMATION
IMPOSSIBLE TIMELINES
IMPOVERISHED PHYSICAL ENVIRONMENT
IN-HOUSE STAFF DEVELOPMENT
INABILITY TO PREVIEW/REVIEW
INADEQUATE STAFF - 1xMANAGEMENT - 1xON SITE + 2 TECHNICIANS
INCREASE FUNDING
INCREASED ACCESS
INDUSTRY CRITICISM OF TAFE INFLEXIBILITY: TOO LONG TO RESPOND
INDUSTRY CRITICISM OF TAFE INTERNAL LOOKING: DOES NOT REACH OUT i.e. PART OF CULTURE, BLOCKS EFFECTIVE USE OF LIBRARIES
INSTALLATION OF CURRICULUM
KNOWLEDGE/SKILL BASED - NOT UNDERSTANDING
LACK OF RESOURCES 'GOVERNMENT SPONSORED'
LACK OF RESOURCE SKILLS (STUDENTS TEACHERS)
LACK OF INDUSTRIAL LIAISON
LACK OF AUSTRALIAN CONTEXT IN VIDEO CAREER ED LIFE SKILLS COMMUNICATION TELEPHONE SA LEADING
KIT FOR SUBJECTS/MODULES - ESPECIALLY FOR STUDENTS OFF CAMPUS
LACK OF MONEY
LACK PLANNING LEADERSHIP, FRAGMENTATION
LACK OF PLANNING->STATE LEVEL - PLANNING NOT COMMUNICATED - LIBRARY/TEACHING LEVELS
LACK OF LEADERSHIP AND DIRECTION
LACK OF MULTIPLE COPIES OF RESOURCES-VIDEOS ETC
LACK OF COMMUNICATION BETWEEN LIBRARY STAFF AND TEACHERS AND STUDENTS RE RULES & REGULATIONS (e.g. NO JOINT PROBLEM SOLV.)
LACK OF MAINTENANCE PEOPLE
LACK OF STUDENT'S ABILITY
LACK OF MODULE DEVELOPMENT PRE-TIME AND DELIVERY
LACK OF STATE WIDE IMPLEMENTATION STRATEGY
LACK OF RESOURCE SCHEDULING - TOPIC TIMETABLES
LACK OF ACCESS TO MODEM SERVICES - FINANCIAL COST
LACK OF TEACHING STAFF
LACK OF FAX
LACK OF FORESIGHT TO NEEDS

BLOCKS TO THE PROVISION OF LIBRARY SERVICES cont.

LACK OF SPACE - READING, SEMINAR ROOMS etc. - UNDER STANDARD
LACK OF DIRECTION
LACK OF APPROPRIATE RESOURCES
LACK OF UNDERSTANDING BY HIERARCHY OF THE IMPLEMENTATION PROCESS
LACK REGIONAL INTER-COLLEGE LIAISON
LACK OF TEACHER LIBRARIANS WITH TECHNICAL BACKGROUND - IN GENERAL A LACK OF LIBRARY STAFF
LACK OF SPACE
LACK OF CLASS SETS
LACK OF SPACE
LACK FUNDING - HUMAN/PHYSICAL RESOURCES
LACK OF INSTALLATION - CURRICULUM - (TRADE_ FATE ACCOMPLI
LACK OF FORWARD PREP TIME
LACK OF RESOURCES i.e. PLANNING FOR NEW COURSES
LEAD TIME TO DEV. CBT
LEARNING OUTCOMES NOT WRITTEN SPECIF. INTERPRETATION TIME->CONSULT INDUSTRY (MIM)->IMPLEMENT->CHECK->REDO
LEARNING RESOURCES??DEFINE
LEGISLATION CONTROLLING ENTRY/EXIT
LIBRARY BEING OVERUSED - PRESSURE ON ROOM/FACILITIES, STAFF, EQUIP, FACILITIES/PHYSICAL, RESOURCES, SPACE
LIBRARY SHOULD BE PROMOTED AS A PARTNER IN PROCESS OF EDUCATION
LIBRARY COSTINGS NOT INCLUDED IN COURSE PLANNING
LIMITED RESOURCES - STAFF, EQUIPMENT, MATERIALS
LIMITED MULTIPLE COPIES OF MATERIALS
LIMITED HUMAN RESOURCES (STAFFING)
LIMITED STAFF DEVELOPMENT
LIMITED ACCESS HOURS
LITTLE $ FOR JOB
LOCATION OF RESOURCES - ELECTRICAL RESOURCES AT BOLSOVER ST - CLASSES AT CANNING ST)
M/F MODULES 'PIPING' NK33
MAINTENANCE OF SYLLABUS REFERENCES/RESOURCE LISTS
MAINTENANCE - EQUIPMENT
MANAGEMENT COMMITMENT
MARKET PLACE, LOCAL, QUALITY STATE RESOURCE PRODUCTION
MATERIAL NOT AVAILABLE
MATERIALS: BOOKS, JOURNALS, VIDEO'S ETC
MEETING TIMES FOR LIBRARY STAFF TEACHERS
MODULE DELIVERY - LACK OF
MODULES - HACKING

BLOCKS TO THE PROVISION OF LIBRARY SERVICES cont.

MONEY
MONEY - FACILITY SUPPORT -SPACE - RESOURCES - HUMAN, PHYSICAL
MONEY $ - IN THE WRONG SPOT, WRONG TIME - LACK PLANNING AND COORDINATION
MONEY
MONEY
MONEY
MORE OF EVERYTHING AND IN A HURRY!
MORE INTERACTION BETWEEN NATIONAL AND STATE LEVEL FOR RECOGNITION OF NEW MODULES DESIGNED BY COLLEGE
MORE AVAILABILITY OF RESOURCES OUTSIDE THE LIBRARY (SECURITY PROBLEMS)
MORE STAFF
MORE LIAISING BETWEEN TEACHERS AND LIBRARY STAFF
MORE COMPUTERS + TROUBLESHOOT SUPPORT, STAFF TRAINING
MULTIPLE COPIES AND UPDATED VERSIONS NEEDED FOR STUDENTS
MUST ALWAYS RESPOND RATHER THAN BE PROACTIVE
NEED FOR CENTRAL DATABASE OF WHAT IS BEING DONE ELSEWHERE RE CBT
NEED TO STANDARDISE
NEED PERMANENT STAFF - LIBRARY
NEED TO CHANGE ATTITUDE TOWARDS USING LIBRARY - PERCEIVE NOT GOING TO GET BENEFIT FROM USING LIBRARY V TIME EFFICIENCY
NEED TO DEVELOP COMPREHENSIVE RESEARCH SKILLS UNITS
NEW RESOURCES DELIVERY PROCEDURES TO BE STREAMLINED INTO CORRECT PROCEDURES/CHANNEL
NO COLLECTION OF PAST EXAMINATION PAPERS
NO COMPREHENSIVE DATA BASE ON CBT MATERIALS
NO - CD-ROM/MODEM SERVICES
NO RELAXATION ACTIVITIES (e.g. MAGAZINES, VIDEOS) TO PROMOTE LIBRARY USE
NO SPACE FOR CLASS ACTIVITIES
NO LIBRARY COMMITTEE
NO NMEC RESOURCE LISTING-ADVANCED MODULE RESOURCE LIST.
NO LEAD TIME TO PREPARE APPROP. RESOURCES
NON-INVOLVEMENT IN CURRICULUM DEVELOPMENT
NOT INCLUDED IN A REGION (UNDER SUPPORT SERVICES)
NOT SUFFICIENT TIME FOR PREPARATION TO FACILITATE RESOURCES
NOT ENOUGH LEAD TIME FOR RESOURCE ACQ.
NOT ENOUGH LIBRARY STAFF

BLOCKS TO THE PROVISION OF LIBRARY SERVICES cont.

NOT TEACHING WIDE RESEARCH SKILLS - JUST USE THIS BOOK 'THIS IS IT'
NOT ENOUGH ROOM FOR e.g. ELMS CENTRE, A/V VIEWING, SP INDIVID. LEARNING AREA
ORDERING TIMES - LEAD TIMES
OVERALL PLANNING TO IDEAL
OVERCROWDING OF LIBRARY JCU/TAFE
OWNERSHIP VIA PARTICIPATION IN DECISION MAKING
PAST EXPERIENCES WITH USING LIBRARIES
PAYMENT OF TUTORS AND WRITERS, EMERGENCY PURCHASES
PERSONNEL - LIBRARY STAFF
PHYSICAL ACCESS TO LIBRARY - 3RD NOT GROUND LEVEL
PHYSICAL LAYOUT PROBLEMS (COLLEGE)(LACK OF NETWORK THROUGHOUT COLLEGE)
PILATE
PLANNING REALISTICALLY
POLITICS. GOVT AND COLLEGE
PUBLISHING CATALOGUE
PURPOSE OF BUILDING
QUALITY OF MODULE WRITING - READABILITY LEVEL, LITERACY
RECOGNITION OF ROLE OF LIBRARY IN COLLEGE
RECOGNITION OF MODULES
RED TAPE
RELEVANCE OF CURRICULUM/MODULES
RELUCTANCE/INABILITY OF STUDENTS TO USE PRINTED RESOURCES
RESOURCE AVAILABILITY FOR MODULES, WHERE SEVERAL MODULES REQ SAME RESOURCE 'CLASS SETS'
RESOURCES - A/V - SOFTWARE - PRINT - HARDWARE
RESOURCES: OUTDATED OR UNAVAILABLE
ROLE OF LIBRARY VS COLLEGE BUDGET AND APPLICATION
SATELLITE LIBRARIES IN WORKSHOP
SCARCE RESOURCES
SEARCH AREAS - OTHER LIBRARIES
SENIOR LIBRARIAN TO BE INCLUDED IN ADMINISTRATION
SERVICE V INDEPENDENCE RE GATHERING KNOWLEDGE
SET UP A/V STATIONS WITHIN THE LIBRARY FOR STUDENT USE
SIZE OF RMC - TOO SMALL
SPACE AVAILABLE FOR PEOPLE AND RESOURCES CURRENCY OF SPECIFICATION WITH BUILDING
SPACE LIMITATIONS
SPACE
SPLIT CAMPUSES - NEED FOR DUPLICATION
STAFF TURNOVER
STAFF UNAWARE OF LIBRARY FACILITIES

BLOCKS TO THE PROVISION OF LIBRARY SERVICES cont.

STAFF INSUFFICIENT TO DO JOB
STAFF LIMITATIONS FOR THE DEPTH OF SERVICE STAFF IN LIBRARY CAN UNDERTAKE - EXT. HOURS MORE DIFFICULT
STAFF: A/V TECHNICIAN, SUPPORT STAFF
STAFFING STRUCTURE - NUMBER
STAFFING/LIBRARY STAFF NEED TIME TO HELP TEACHERS BUT MOST LIBRARIES ARE UNDERSTAFFED
STAFFING
STAFFING - QUANTITY - QUALITY (EXPERTISE)
STAFFING LEVELS WITHIN LIBRARIES
STATE ORDERING SYSTEM IN SOME AREAS
STILL INSUFFICIENT HOURS OF OPERATION
STILL WRITING SOME MODULES
STUDENT LITERACY/RESEARCH SKILL MASTERY
STUDENT AND TEACHER FEAR OF RAISING NOISE LEVEL
STUDENTS MAY NOT BE SELF DIRECTED OR SELF MOTIVATED
SUPPORT STAFF FOR TEACHERS
TEACHER COMFORT/ATTITUDES TO CHANGE
TEACHER INDUCTION IN CBT - INSERVICE COURSES ETC
TEACHERS LACK OF UNDERSTANDING
TEACHERS NOT USING RESOURCES/HAVE KNOWLEDGE OF RESOURCES - LACK OF TRAINING - ORGANISATIONAL STRUCTURE
TEACHERS NOT BEEN 'THROUGH THE SYSTEM'
THREAT THAT LIBRARY SERVICES MAY BE DISBANDED
TIME FACTOR - ISOLATION/BORROWING ACQUISITION
TIME/STAFF
TIME CONSTRAINTS
TIME TO DEVELOP CBT
TIME LIMITS ON ILL
TIME FACTOR: RECEIVING AND ORDERING
TIME FOR DEVELOPMENT
TOPIC TIMETABLING
TRAINED STAFF - LIBRARY/EDUCATION TRAINED
VERY DIFFICULT TO OBTAIN INFORMATION
WANT
WHERE THE DECISION CAME FROM - REFERENCE POINT

COLLEGE LEVEL INTERVENTIONS AND ACTIVITIES

A/V TECHNICIAN RESP. MAINTENANCE AND REPAIR OF ALL A/V EQUIPMENT
ABILITY, ACROSS THE BOARD, TO BE ABLE TO CHANGE/RESPOND RE RESOURCES

COLLEGE LEVEL INTERVENTIONS AND ACTIVITIES cont.

ADDITIONAL FUNDING - CBT - ON GOING (IN ADDITION TO OTHER FUNDING)
AGENDAS/MINUTES OF SCHOOL MEETINGS
BUDGET COMPONENT CBT
CBT NETWORK IN COLLEGE
CD-ROM QUARTERLY UPDATE FOR UNION CATALOGUE
CENTRAL BANK FOR CBT
CHECK UP WITH VEATT RE DBASE OF CBT MATERIALS
CLARIFY ROLE OF LIBRARY (SATELLITE/CENTRAL)
CLASS SETS FROM DAY ONE OF MODULE IMPLEMENTATION
COLLEGE PLAN TO INTEGRATE CBT TRAINING AND RESOURCES AVAILABLE AT LIBRARY
COMMITMENTS TO CBT - NATIONAL CURRICULUM
COMMITMENTS TO CBT - WRITING POLICY
COMMITMENTS TO CBT - COORDINATION
COMMITMENTS TO CBT - TRAINING TO WRITE
COMMUNICATION IMPROVEMENT - LEAD TIME
COMMUNICATIONS - DEP/LIBS/EXEC/TEACHER/STUD.
COMPUTER ACCESS IN LIBRARY TO ELMS (CAPS)
COMPUTERISE - NETWORK WITH SECTION
CONTINUAL COLLECTION EVAL.
CONTROL OF TIMETABLING OF ROOMS WITHIN LIBRARY SPHERE
COOPERATIVE TEACHING AND PLANNING LIBRARY STRAT - PROACTIVE (LIBRARIES AND TEACHERS)
COORDINATION OF INTERACTION BETWEEN T & L STAFF
CURRICULUM DATABASE - PLANNING DATABASE
DATABASE OF ALL MODULES (AUST WIDE)
DEFINE ROLE OF LIB AND LIB STAFF IN COLLEGE
EXPANSION OF INFORMATION RESEARCH SKILL PROGRAM
EXTENDED ACCESS HOURS
FUNDING - NEW TECHNOLOGIES IN EXISTING AREAS (SCHOOL, SECTIONAL LEVEL)
FUNDING INCREASE
FUNDING FOR EXTENDED HOURS AND CLASS SETS
FUNDING
FUNDING/RESOURCES INCREASE
GREATER PARTICIPATION/INTERACTION WITH TEACHERS
GUIDELINES FOR DISTRIBUTED COLLECTION
HAVE ALREADY SUPPLIED A DETAIL RESPONSE ON CBT
ILL
IMPLEMENTATION AT ITHACA [INFORMATION ABOUT] - HAS GONE TO ALAN ROBERT
IMPROVE COMMUNICATION (TEACHERS/LIBRARY)
IMPROVED COLLEGE COMMUNICATIONS

COLLEGE LEVEL INTERVENTIONS AND ACTIVITIES cont.

INCREASE IN STAFF - LIBRARIAN, SUPPORT, TECHNICAL
INCREASE ACCESSIBILITY BETWEEN LIBRARIES (IE UCQ)
INCREASE EQUIPMENT (VCRS, OHTS, COMPUTERS ETC) AVAILABILITY
INCREASED SECTIONAL FACILITIES
INCREASED SPACE - BIGGER LIBRARY COMPLEX
INSERVICE FOR TEACHERS ON HOW TO BEST USE RESOURCES,
INVESTIGATE MORE INDUSTRY INVOLVEMENT IN SUPPLY OF LEARNING RESOURCES
INVESTIGATE EXTRA FUNDS FROM COLLEGE SECTIONS/DEPTS TO ASSIST LIBRARY
LIBRARY . . . PLAN A NEW LIBRARY - PUT EACH SECTION 'ON LINE' FOR COMPUTER ACCESS
LIBRARY REP ON CURRICULUM COMMITTEES
MATERIAL
MAY BE SOME SECTIONAL LIBRARIES WITH ADDITIONAL COPIES???
MORE FLEXIBILITY RE COLLECTION
SHARE PROBLEMS ON CURRENT NETWORKING WITH OTHER PROVIDERS
NEW LIBRARY STAFF QUICKLY INVOLVED IN NETWORKING WITH COLLEGE STAFF
OPAC TERMINAL IN STAFFROOM AND/OR WORKSHOPS
OPEN LINES OF COMMUNICATION BETWEEN LIBRARY AND STAFF
PHYSICAL FACILITIES: COMPUTERS, MODEMS, SMALL VIDEO ROOM, CASSETTE WALKMANS
PLAN FOR ACQUISITIONS, DEVELOPMENT AND RESPONSIBILITY OF RESOURCES
PROF DEV TIME
PROMOTION OF ROLE OF THE LIBRARY
PROPORTION OF ALL FUNDS GENERATED -> LIBRARY NEEDS
QUICKER TURN ROUND SERVICE BETWEEN CAMPUSES
READER EDUCATION - e.g. VIDEO 'FINDING INFORMATION'
REDUCING ISOLATION OF RMC
RETROSPECTIVE CATALOGUING
REVIEW OF COLLEGE SYSTEM ON A REGULAR BASIS
SECTIONAL ANALYSIS OF RMC NEEDS
SECTIONS TO DEVELOP WHAT MATERIAL THEY NEED
SET UP A TRAINING ROOM IN SUB-LIBRARY COLLECTION
SHIFTING RESOURCES TO WORKSHOP AREAS TO ALLEVIATE OVERCROWDING OF LIBRARY
SPECIALISED RESEARCHED PERSON - CBT
STAFF DEVELOPMENT ACTIVITIES
STATE OF ART EQUIPMENT FOR EDUCATION TO RESPOND TO INDUSTRY REQUIREMENTS
SUB LIBRARIES

COLLEGE LEVEL INTERVENTIONS AND ACTIVITIES cont.

SUBJECT CONSULTATION COMMITTEE
TIME FOR SECTIONAL ADVICE TO BE COMPILED
TOPIC TIMETABLING
TRAINING FOR LIBRARIANS IN TEACHING/TECHNOLOGY ETC
UPGRADE FINANCIAL SUPPORT
UPGRADE LIBRARY STAFFING LEVELS
VIDEO EXPERTISE

REGIONAL LEVEL INTERVENTIONS AND ACTIVITIES

ADDITIONAL FUNDING - CBT - ONGOING (IN ADDITION TO OTHER FUNDING)
ALLOWANCES FOR MT ISA ILL TIME SPAN
AWARENESS/LOBBYING THROUGH DIRECTORS
BUDGET COMPONENT CBT
BUDGETING FOR COLLEGES TO MOUNT COURSES
CASUAL STAFF AVAILABLE TO ALLOW FULL TIME STAFF TO ATTEND MEETINGS/TRAININGS
CD-ROM DEVELOPMENT
COMMITMENTS TO CBT - TRAINING TO WRITE
COMMITMENTS TO CBT - A D CURRICULUM
COMMITMENTS TO CBT - COORDINATION
COMMITMENTS TO CBT - NATIONAL CURRICULUM
COMMITMENTS TO CBT - WRITING POLICY
COMMUNICATION BETWEEN COLLEGES
COMMUNICATIONS TO IMPROVE BETWEEN LIBRARIES/STAFF EXCHANGE
COORDINATE CIRCULATION OF RESOURCES
CROSS COLLEGE AWARENESS
DBASE OF CBT MODULES
ESTABLISH BROAD STANDARDS THROUGHOUT REGION
FORM CLOSER STAFF COOPERATION LIBRARY LINKS DIRECTLY WITH OTHER COLLEGES IN REGION
FUNDING SUPPORT
FUNDING FOR NMEC RESOURCES
FUNDING
FUNDING - NEW TECHNOLOGIES IN EXISTING AREAS (SCHOOL, SECTIONAL LEVEL)
GREATER SHARING OF DEVELOPED RESOURCES COUPLED WITH INCREASED COMMUNICATION BETWEEN CAMPUS AND COLLEGES
ILL
IMPROVED COLLEGE COMMUNICATIONS
IMPROVED COMMUNICATION BY REGIONAL AND COLLEGE

REGIONAL LEVEL INTERVENTIONS AND ACTIVITIES cont.

HIERARCHY WITH COMMITMENT TO INFORM STAFF OF CHANGES
INVESTIGATE VIABILITY OF COLLECTION RATIONALISATION
INVESTIGATE FINANCIAL SUPPORT
LIBRARIAN AWARENESS MEETINGS
MORE USE OF TRAINING TRIANGLE i.e. CALLIDE ETC
NETWORK VIA MODEMS
NETWORKING
PRESENCE OF LIBRARY STAFF IN CBT SEMINARS
PREVIEW REGULARLY RESOURCES: i.e. EXPO
PROFESSIONAL DEVELOPMENT OF LIBRARIANS
PROFESSIONAL DEVELOPMENT - CBT, WHAT, HOW - INSTALLATION
RATIONALISATION
RATIONALISATION OF RESOURCES
RATIONALISE ACQUISITIONS - RESOURCE SHARING
RATIONALISE RESOURCES AND COURSES - ELIMINATION OF DUPLICATION
REGIONAL NETWORK MEETINGS HELD REGULARLY FOR CBT AND OTHER ISSUES (ROTATED AROUND COLLEGES IN REGION)
REGIONAL BODY TO FORWARD ISSUES TO STATE LEVEL
REGIONAL INSTALLATION THEN TO COLLEGE
REMOVAL OF AD HOC ACTIVITIES
RESOURCE SHARING BETWEEN COLLEGES
SECTIONAL FORUMS
SPECIALISATION OF COURSES AT COLLEGE ESP. ONES WITH EXTENSIVE/SPECIAL COURSES
STATE OF ART EQUIP. FOR EDUCATION TO RESPOND TO INDUSTRY REQUIREMENTS
SUBJECT RESOURCE CONSULTATION COMMITTEE
TEACHER/LIBRARIAN MEETINGS
TEAMWORK - ACCESS TO LIBRARIES/RESOURCES
UPGRADE LIBRARY STAFFING LEVELS
VIDEO PROD CENTRE
X - PROFESSIONAL DEVELOPMENT
COMMON ID CARD TO USE IN ANY TAFE LIBRARY

STATE LEVEL INTERVENTIONS AND ACTIVITIES

ACCESS TO LIBRARIES IN OTHER STATES
ADHERENCE TO NATIONAL STANDARDS
AWARENESS OF NEW TECHNOLOGY
BETTER PLANNING OF COLLEGES - LAYOUTS, SIZE
BUDGET COMPONENT CBT
CAREER PATH OF LIBRARIANS - INDUSTRIAL AWARD REVIEWED

STATE LEVEL INTERVENTIONS AND ACTIVITIES cont.

CBT FACILITIES - TO COLLEGE LIBRARIES
CENTRAL LISTING OF RESOURCES/SUBJECT MODULE
CENTRALISED SUGGESTING AND CHECKING FOR UP TO DATE IN PRINT RESOURCES WHICH COULD BE RECOMMENDED THROUGH-OUT *THE STATE*
CHECK MODULES FOR STATE RELEVANCE
CLEAR ROLE OF LIBRARIES IN IMPLEMENTATION STRATEGY
COLLEGE LIBRARIAN INVOLVED IN SYLLABUS
COMMITMENT TO CBT - WRITING POLICY
COMMITMENT TO CBT - COORDINATION
COMMITMENT TO CBT - TRAINING TO WRITE
COMMITMENT TO CBT - A D CURRICULUM
COMMITMENT TO CBT - NATIONAL CURRICULUM
COMMUNICATION
CONTINUATION OF CENTRED CO-ORDINATION/FUNDING OF LIBRARIES
COORDINATION OF CBT IMPLEMENTATION AND LIBRARY STATISTICS
COSTING SCENARIO/MATRIX FOR CBT FROM PILOT
CURRICULUM RATIONALISATION
DBASE OF CBT MODULES
DEFINE 'RESOURCE MANAGEMENT' LRC/DEVELOP. OF NEW 'ROLE' FOR LIBRARIES
DEVELOPMENT/CURRICULUM DEVELOPMENT
EXPANDING TECHNOLOGIES
FOLLOW THROUGH ON PROMISES
FORWARD PLANNING FOR REGIONAL CENTRES - POPULATION EXPLOSION
FUNDING FOR NMEC RESOURCES
FUNDING FOR CBT IMPLEMENTATION
FUNDING FOR RESOURCE PURCHASE
GET OFF ELECTION MODE AND COOPERATE WITH FEDS
ILL AND DELIVERY PROCESSES TO BE STREAMLINED FOR QUICKER TURN AROUND
IMPLEMENTATION STRATEGY - WHAT, WHEN, WHO ETC
IMPROVE UNION CATALOGUE - CD-ROM
IMPROVED RESOURCES - MONEY, STAFF, SPACE
INCREASED KNOWLEDGE OF AND SHARING OF RESOURCES
INCREASED FUNDING FOR - MORE STAFF, EQUIPMENT, DEVEL. OF RESOURCES
INPUT TO PURPOSE BUILT LIBRARY BUILDING
INSERVICE STAFF ON DEVELOPMENT RESOURCES i.e. HIGH QUALITY PRINT MATERIAL
LIBRARIAN RELIEF SCHEME

STATE LEVEL INTERVENTIONS AND ACTIVITIES cont.

LIBRARY EXPANSION HAS TO BE RELATED TO INCREASE OF STUDENT POPULATION
LOBBY FOR MORE LIBRARY STAFF
LOBBYING FOR EXTRA SPACE/FUNDING
NATIONALISATION
NETWORK VIA MODEM RESOURCES
NETWORKING - INDUSTRY, OLD, QTAFE & DECS + OTHER EXTERNAL COLLEGES/UNIVERSITY HIGHER ED.
NEW LIBRARY BUILDING
NEW BUILDINGS - PLAN FOR LIBRARY FACILITIES TI-NIL
PLANNING/DESIGN OF LIBRARY RESOURCES
PLANNING FOR FUNDING NEEDS
POLICY/GUIDE FOR DIST. COLLEGE
PREF. VISITS TO COLLEGES - FIRST HAND RATHER THAN SECOND
PROFESSIONAL DEVELOPMENT - CBT, WHAT, HOW - INSTALLATION
PROFESSIONAL FINANCIAL SUPPORT (NATIONAL STANDARDS)
PROVIDE FUNDING TO COLLEGES
PROVISION OF SAA APPLICATIONS WHICH CAN BE ACCESSED BY COLLEGES
REALISTIC FINANCING
REC. BORROWING RIGHTS
RESOURCE LISTS AT END OF NMEC MODULES
INAPPROPRIATE/INACCURATE OUT OF DATE
RESOURCE STANDARDISATION
RESOURCE SUPPORT FUNDING
SHORT TERM DUPLICATION OF VIDEO RESOURCES
STATE PUBLISHING SERVICE FOR TAFE TEACHERS
STICK TO A NAT. AGENDA
STOP POLITICKING
SUBJECT RESOURCE CONSULTATION COMMITTEE
TEACHER RELIEF SCHEME (?)
UNIFORMITY OF RESOURCES - NMEC
UPGRADE LIBRARY STAFFING LEVELS
VIDEO PROD CENTRE

APPENDIX TWO

Curriculum Development Model Showing Library Input

Curriculum conceptualisation and legitimisation ✎ conducting needs analysis ✎ determining audience for curriculum ✎ raising philosophical questions, conceptions regarding the curriculum ✎ determining curriculum design ✎ creating the master management plan and determining who to involve	*Input* * identifiable reference point * skill requirements inherent in the curriculum area * skill requirements on the broad socio-economic level * resourcing implications * conduit to collection development policy areas * ensuring effective information interchange between curriculum designers and library network
Curriculum diagnosis ✎ translating needs as to causes and solutions ✎ generating goals and objectives	*Input* * skills to be developed * technical literacies to be developed * familiarisation of resources to be developed * awareness/rational for broad-based skill mastery development
Curriculum development - content selection ✎ selecting a concept of knowledge and content ✎ determining criteria for selection selecting content ✎ organising content	*Input* * identify resource sources * availability of resources in and out of the network * arranging preview, evaluation of resources * proactive purchase of resources * implications for support hardware * advising colleges of purchase requirements * advising college libraries of changes to content that will effect purchase policies * advising on appropriate form of citation

Curriculum development - experience selection	*Input*
✎ selecting conception of experiences ✎ selecting conception of instruction ✎ determining criteria for selection ✎ relating experiences to educational environments ✎ selecting and organising experiences ✎ creating educational environments ✎ melding of curriculum components to curriculum - generation of the instructional plan	* identifying resources available * ensuring effective utilisation of network resources * advising colleges of resource implications * advising on implications and requirements for resource provision at experiential, i.e. delivery, sites
Curriculum implementation	*Input*
✎ pilot testing ✎ delineating types of assistance requisite for affected parties ✎ monitoring the system ✎ keeping information channels open ✎ final implementation	* identifiable conduit between curriculum design teams and college libraries. * assisting with curriculum installation, particularly to college library staff * advice and diagnosis of skill requirements and advising college library staff of implications for reader education programs * promotion of effective resource utilisation * promotion of effective resourcing
Curriculum evaluation	*Input*
✎ formative ✎ summative	* quality of resource services * quality of resources available * quantity of resources available * quality of resource usage
Curriculum maintenance	*Input*
✎ managing the curriculum system ✎ managing the support systems	* maintaining resource currency * identifying new resources as they become available * arranging for evaluation of new resources * publicising new resources to college libraries * maintaining resource supplier access

APPENDIX THREE

ITINERARY

SCHEDULE FOR SITES IN/NEAR BRISBANE

- 26 March; Mt Gravatt, Redlands
  Venue - Mt Gravatt
- Week beginning 11 May; COTAH, South Brisbane, QDEC
  Venue - COTAH
- Week beginning 18 May; Ipswich, Yeronga
  Venue - Ipswich
- 3 June; Kangaroo Point, Ithaca, Gateway
  Venue - Ithaca
- 16 June; Gold Coast, Logan
  Venue - Gold Coast

SCHEDULE FOR COUNTRY SITES

Trip 1 - 27 April

- Gympie, Sunshine Coast, Caboolture, North Point.
  Venue - Sunshine Coast

Trip 2 - 5 May

- Toowoomba, Southern Downs, College of the South West, South Burnett
  Venue - Toowoomba

Trip 3 - 25-29 May

Monday am - Travel to Rockhampton
- Monday pm - Workshop - Rockhampton, Gladstone, Emerald
- Tuesday am - Workshop - Mackay
  Tuesday pm - Travel to Airlie Beach, Meet with Bowen staff
  Wednesday am - Travel to Townsville
- Wednesday pm - Workshop - Townsville, Burdekin
  Wednesday pm - Travel to Cairns
- Thursday pm - Workshop - Cairns, Johnstone
  Friday pm - Travel to Brisbane

Trip 4 - 9-11 June

Tuesday pm - Travel to Mt Isa
✍ Wednesday - Workshop and resources display
Thursday pm - Travel to Brisbane

Trip 5 - 9 July

Thursday - am - Travel to Maryborough
✍ Thursday - Workshop - pm - Maryborough, Hervey Bay, Bundaberg
Thursday - Travel to Brisbane

LIBRARY NETWORK BRANCH
TAFE♦TEQ

WORKSHOP EVALUATION

To ensure that the workshops we deliver are useful and appropriate to your needs, could you take a minute to complete this evaluation form.

Thanks

Were concepts, principles and techniques explained clearly?

Seldom ..... *Consistently*
1 2 3 4 5

Was the program content organised so that you could understand it?

Difficult to understand ..... *Easy to understand*
1 2 3 4 5

Did the workbook clearly outline the content and course of the program?

Not clear ..... *Clear*
1 2 3 4 5

Did you find participation in the application exercises beneficial?

Seldom ..... *Consistently*
1 2 3 4 5

Was enough time allowed to complete the application exercises?

Not enough time ..... *Too much time*
1 2 3 4 5

Were the content and exercises interesting?

Seldom ..... *Consistently*
1 2 3 4 5

How useful did you find the visual aids used?

Of no use ..... *Very useful*
1 2 3 4 5

Were the facilitators effective in their role?

Not effective ..... *Very effective*
1 2 3 4 5

Were you satisfied with the outcome(s) of the workshop?

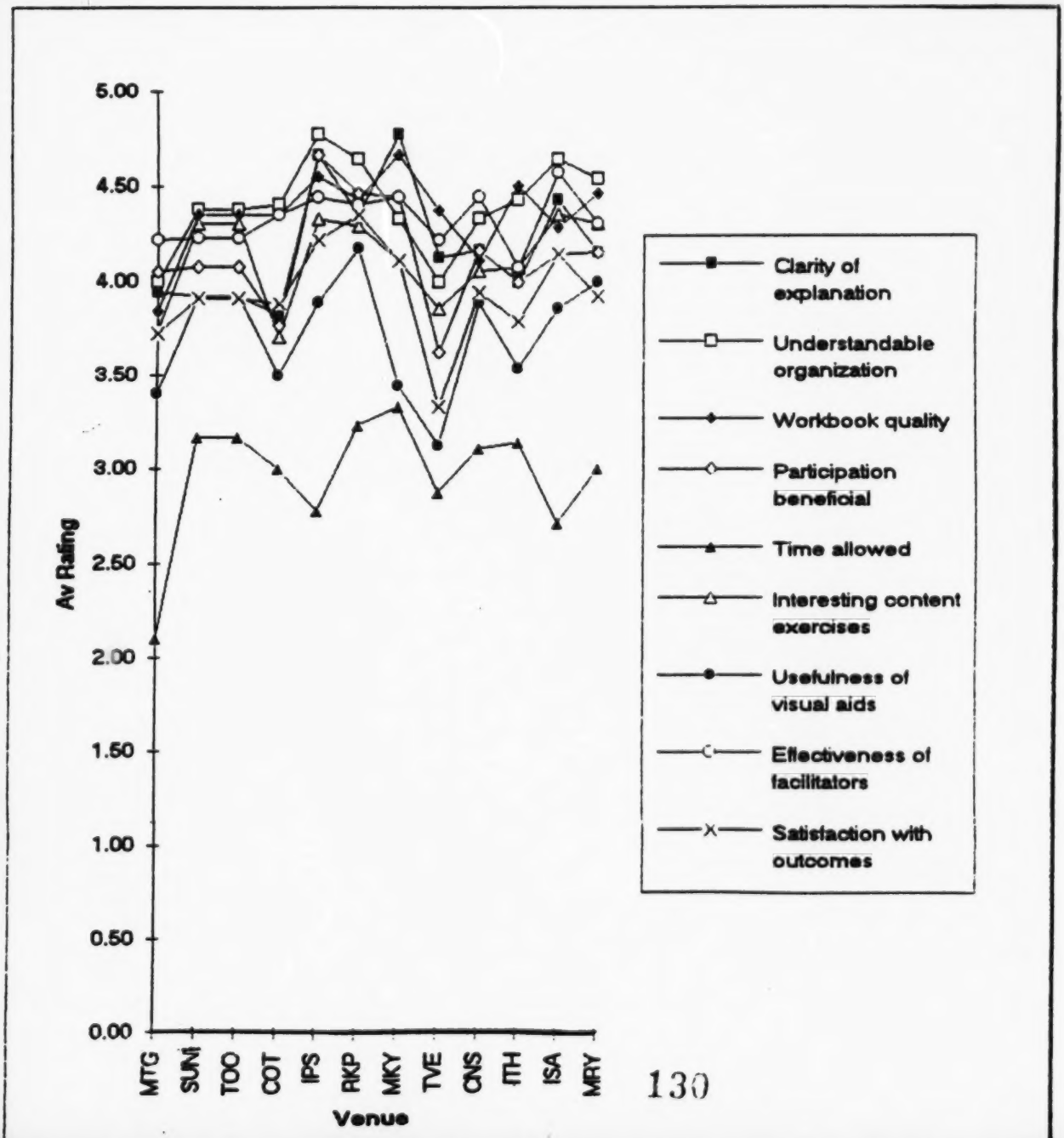
Unsatisfied ..... *Very satisfied*
1 2 3 4 5

Have you any comments?

WORKSHOP EVALUATION

CORPORATE EVALUATION

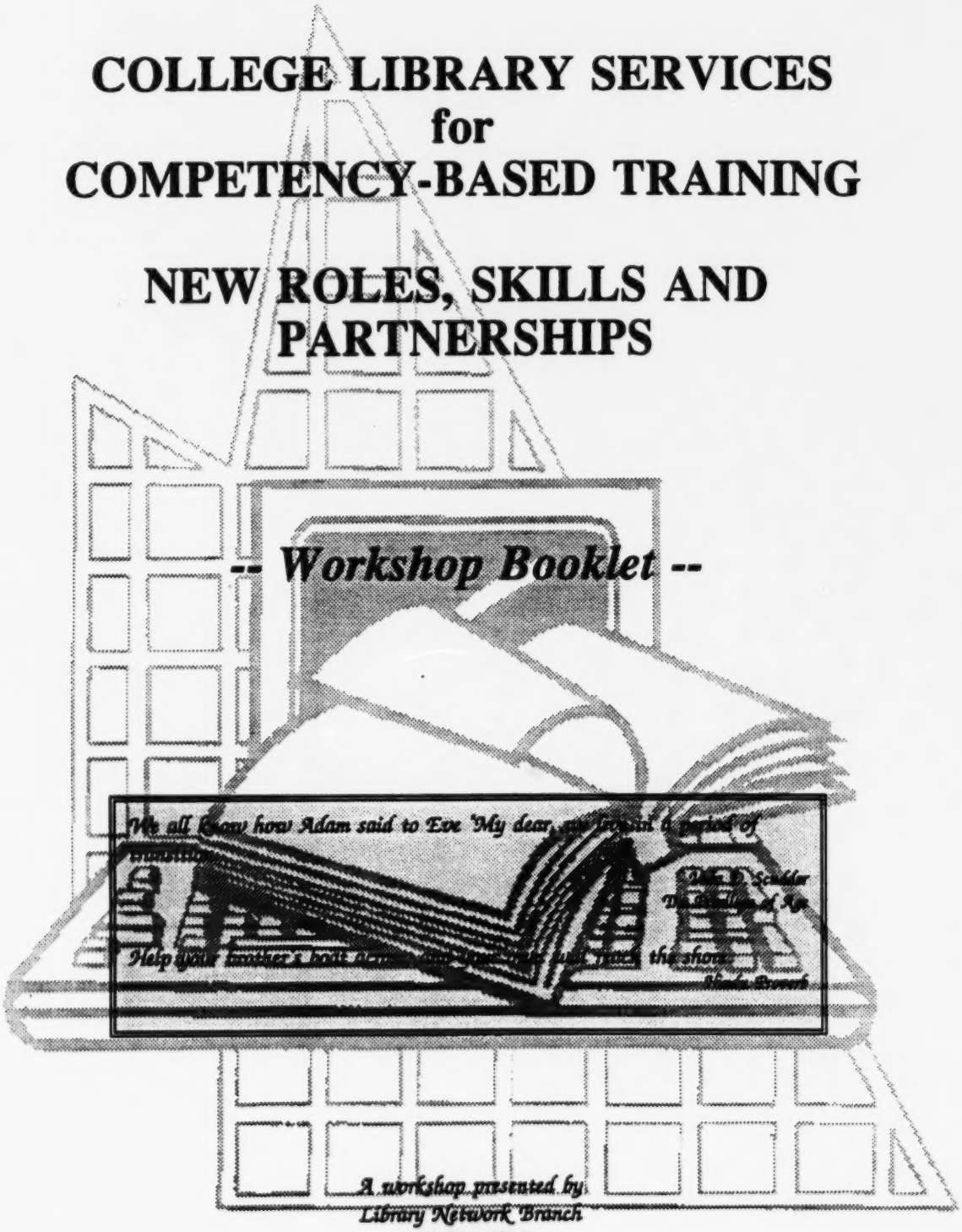
EVALUATION POINT	MTG	SUN	TOO	COT	IPS	RKP	MKY	TVE	CNS	ITH	ISA	MRY	GC
Clarity of explanation	3.94	3.92	3.92	3.82	4.67	4.35	4.78	4.13	4.17	4.00	4.43	4.15	4.00
Understandable organization	4.00	4.38	4.38	4.41	4.78	4.65	4.33	4.00	4.33	4.43	4.64	4.54	4.50
Workbook quality	3.84	4.36	4.36	4.35	4.56	4.44	4.67	4.38	4.11	4.50	4.29	4.46	4.75
Participation beneficial	4.05	4.08	4.08	3.76	4.67	4.47	4.44	3.63	4.17	4.00	4.14	4.15	4.20
Time allowed	2.11	3.17	3.17	3.00	2.78	3.24	3.33	2.88	3.11	3.14	2.71	3.00	2.80
Interesting content exercises	3.74	4.31	4.31	3.71	4.33	4.29	4.11	3.86	4.06	4.07	4.36	4.31	4.20
Usefulness of visual aids	3.40	3.92	3.92	3.50	3.89	4.18	3.44	3.13	3.89	3.54	3.86	4.00	3.40
Effectiveness of facilitators	4.22	4.23	4.23	4.35	4.44	4.41	4.44	4.22	4.44	4.07	4.57	4.31	4.00
Satisfaction with outcomes	3.72	3.91	3.91	3.88	4.22	4.35	4.11	3.33	3.94	3.79	4.14	3.92	4.20



COLLEGE LIBRARY SERVICES
for
COMPETENCY-BASED TRAINING

NEW ROLES, SKILLS AND PARTNERSHIPS

-- *Workshop Booklet* --



A workshop presented by
Library Network Branch
TAFE♦TEQ

1992

Workshop Agenda

1. Welcome and Introductions.
2. Purpose of the workshop and explanation of the program.
3. What is meant by the term *Competency-Based Training*?
4. Has the introduction of CBT curriculum caused teaching techniques and curriculum delivery methods to change? What services are required to support these changes?
5. Library services required for the support of CBT.
6. Refreshment Break.
7. Refocussing, summary from pre-break session.
8. Identify (a) forces that are working to enable these library services to happen, and (b) forces at work that are blocking these services from being provided.
9. Identification of needs at (a) the college level (b) the regional level and (c) the state level. Generation of action plans. These will include professional development needs.
10. Summary and Conclusion.

BEST COPY AVAILABLE

What is meant by the term *Competency-Based Training*?

How has CBT caused teaching techniques and curriculum delivery to change?
. . . . .
. . . . .
. . . . .
. . . . .
. . . . .
. . . . .
. . . . .
. . . . .

List the library services that are required to support the delivery of CBT.

Library service required
. . . . .
. . . . .
. . . . .
. . . . .
. . . . .
. . . . .
. . . . .
. . . . .
. . . . .
. . . . .
. . . . .

What services currently being provided by the college library are having a positive impact on the delivery of CBT curricula?

Positive Impact Forces
. . . . .
. . . . .
. . . . .
. . . . .
. . . . .
. . . . .
. . . . .
. . . . .

Identify the forces that are blocking these services from being provided.

Blocking Forces
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. . . . .
. . . . .
. . . . .
. . . . .
. . . . .
. . . . .
. . . . .

Group what needs to be done within the (a) college level (b) regional level and (c) state level.

COLLEGE
1. . . . .
2. . . . .
3. . . . .
4. . . . .
5. . . . .
6. . . . .

REGIONAL
1. . . . .
2. . . . .
3. . . . .
4. . . . .
5. . . . .
6. . . . .

STATE
1. . . . .
2. . . . .
3. . . . .
4. . . . .
5. . . . .
6. . . . .

IN CONCLUSION

During this workshop we have:

- clarified the meaning and implications of delivering competency-based training curriculum
- considered how the delivery of this style of curriculum may impact on teaching processes
- identified the library services required to support effective delivery
- identified the forces supporting and the forces blocking the provision of these services, and
- suggested and grouped what needs to be done at the college, regional and state levels to either support or to negate the forces effecting the delivery of quality library support services.

During the workshop, we have given participants time to consider these points and to record pertinent information. We have gathered copies of this information.

FOLLOW UP

Our intention in holding these workshops, was not only to identify the above, but to promote and strengthen the co-operation between teaching staff and library staff both within the college and within a cluster of colleges within the region.

The information gathered will enable college and inter-college teams to generate action plans that will support the delivery of the competency-based training curriculum.

We will, as a result of all the workshops, present a compilation of information provided by teachers and library staff to:

- the CBT Executive
- Network libraries
- College Directors
- the Directors of the Divisions of Support Services and Vocational Education and Training
- the Managers of Library Network Branch and Professional Development Branch, and
- other Senior TAFE♦TEQ Staff.

ACTION PLAN

This space may be used for recording your Action Plan. The plan should include personnel involved, resourcing required, a definite time line, the result of the activity and how the success of the plan's implementation will be measured.